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ABSTRACT

Designed as a resource for junior high teachers (7-8), this curriculum activities guide is third in a set of four based on an articulated (K-12) career education competency curriculum model designed to infuse career education into the curriculum on a districtwide basis. Materials for each of the four program components are arranged under the following headings: major objective, curricular objective (competency), area of emphasis, content, suggested learning activity, resources, and assessment strategies. The four components, based on the curriculum model, are (1) Career Planning and Decision Making (individual differences, self-awareness, career development, adaptive skills, career planning), (2) Education, Work, and Leisure Alternatives (work roles, societal expectations, relationship between education and work and leisure time, and job entry), (3) Lifestyle and Personal Satisfaction (meanings of work, job satisfaction, and job specialization), and (4) Occupational Roles (consumer awareness, work roles and responsibilities, and transferable worker traits). Bibliographies are included for each component. The appendix contains a glossary of terms, the career development conceptual model, and the career education program description. (TA)

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ED145106

COMPETENCY BASED CURRICULUM GUIDE

GRADES 7-8

DEVELOPED BY THE PARTICIPANTS OF THE CAREER EDUCATION COMPETENCY BASED CURRICULUM COMMITTEE

JUNE, 1976

FUNDED UNDER VEA 90-576 P.D.

SPONSORED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT -- FOUNTAIN VALLEY SCHOOL DISTRICT

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CE 012 357

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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

MEMORANDUM

TO: Administrators, Counselors, Teachers, and Designated Classified Staff - Career Education

FROM: Howard Roop, Assistant Superintendent, Instructional Services

SUBJECT: Career Education Competency Based Curriculum Guide

DATE: September 1, 1976

The district committee which was formed to develop the Competency Based Curriculum Guide has submitted its tentative draft for your review and suggested modifications. Please recognize that this model is very comprehensive and extensive and may be incorporated within several disciplines.

The members of the district committee worked closely in consortium with staff members from Fountain Valley (Elementary) School District to develop a K-12 model. We salute the following staff members for their excellent work and know that you will assist them wherever it is appropriate in developing a final curriculum for Career Education.

Don Averill, EC, Chairperson
Jerry Arriola, EHS
Art Bergquam, MHS
Anji Clemens, WHS
Jackie Davies, MHS
Billie Emerson, MHS
Caryl Felando, FVHS
Emery Fillmore, WHS
Stephanie Dudas, EHS
Chris Gilissen, OVHS
Ethel Harris, WHS
Phil Haynes, FVHS
Carl Jednoralski, FVHS
Alan Johnson, EHS
Curly Johnson, EC
Jack Kennedy, MHS
June Lee, MHS
Mike Lowenstam, EHS
Mickey Mason, EHS
Gary Miller, HBHS
Owen Miller, HBHS
Virginia Moore, WHS
John Napier, MHS
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Bobbie Stanton, MHS
Hal Stevens, EHS
Sharon Swickard, HBHS
Eleanor Wechsler, FVHS
Gary Wheaton, EHS
Jean Woesner, HBHS

We also wish to salute the following individuals from cooperating districts who contributed much to the development of this guide:

Ocean View School District:

Vickie Weber, Parkview School

Fountain Valley School District:

Linda Bolstad, Bushard School
Pat Brokamp, Oka School
Sally Cunningham, Cox School
Gayle Demarco, Oka School
Gloria Hemsley, Bushard School
Jan Kurtz, Bisler School
Herb Levy, Bushard School
Edward Moon, Assistant Superintendent
Peter Murphy, Bushard School
Lois Thompson, Bushard School
Pat Turi, Arevalos School

It is requested that all suggested modifications be forwarded to Mr. Don Averill, Director of Career Education, at the District Education Center no later than Friday, October 29.

HR/pkp

FOREWORD

The efforts of many district staff members representing various curriculum disciplines have made major contributions to the Huntington Beach Competency Based Career Education model. The Career Education Competency Committee feels that the 16 concepts identified as the "integral part of the essential competencies the students of this district need to accomplish in Career Education" have identified a place for staff to infuse Career Education into the various disciplines.

Many people deserve thanks and due recognition is given them within this document; however, it is appropriate to acknowledge particular appreciation to those who provided leadership in each of the four component areas. They include Sharon Swickard of Huntington Beach High School (Career Planning and Decision Making); Carl Jednoralski of Fountain Valley High School (Education, Work and Leisure Alternatives); Hal Stevens, Edison High School (Life Styles and Personal Satisfaction); and Virginia Moore of Westminster High School (Occupational Roles).

No writing effort can be completed without the support which is gained from the clerical staff who helped put this document together. Particular thanks is given to Marilyn Mitchell who served as the project secretary throughout the development of the project and to Kris Rogers, secretary to the Director of Career Education, who completed the work of the final printing of the preliminary document. The Career Resource Center Technicians are to be commended for their research to provide the resource guides which are attached behind each of the units. They are: Stephanie Dudas, Edison High School; Jeannine Ponce, Fountain Valley High School; Jean Woesner, Huntington Beach High School; Billie Emerson, Marina High School; and, Ethel Harris, Westminster High School. Particular thanks goes to the project consultant, Clarence D. Johnson, who spent extensive hours in helping to identify the theoretical base and conceptual model, provided staff development activities for the writing teams and those involved in the project, and provided the editorial talent which tied the project together.

We have a very comprehensive Career Education document -- one of the most complete in California, if not the United States. It is hoped that you will use these resource materials as a start to implement Career Education in your classroom. We now have a guideline that can provide an effective thrust in terms of the direction of Career Education within the Huntington Beach Union High School District and its feeder elementary districts. This document is to be considered a starting point; a point at which each of us will focus on where we can contribute to the Career Education needs of the students we serve.

Donald F. Averill
Director, Career Education

INTRODUCTION

CAREER DEVELOPMENT COMPETENCY MODEL

Within the last five years, much of the time, money and energy of educators throughout the country has been devoted to a thorough assessment and restructuring of Career Education (CE) curriculum. As seen by early innovators in the field, CE was to give the student the tools needed for self-actualization and development of a fulfilling life style. As such, CE could be the long sought unifying principle upon which to build reform at all levels of education. This product is the result of efforts by educators in the communities of Fountain Valley and Huntington Beach to apply the principle by providing a tool for influencing the curriculum of all disciplines and at all grade levels.

COMPETENCY BASED CURRICULUM

In August of 1974, the Board of Trustees of the Huntington Beach Union High School District considered and approved a master plan giving the district's curriculum specialists three years to develop and implement a competency based curriculum model for all disciplines. The strategy selected to achieve this ambitious goal provided for the creation of "competency committees" in all curricular areas. Included within the group of basic academic areas (Reading; Language Arts; Mathematics; Health, Physical Education and Recreation; and, Career Education) as being of "Priority I" concern, the Career Education Competency Committee was charged with the responsibility of developing a new description for the district's CE program including the following components: 1) Identification of competencies considered essential for student acquisition; 2) Learning strategies designed to contribute to the acquisition of competencies; 3) Human, community and multi-media resources relating to competency acquisition; and, 4) evaluation strategies designed to confirm competency acquisition.

CONSORTIUM MODEL

Concurrent with developments leading to the establishment of the district's Career Education Competency Committee, the Career Education office obtained a grant under the provisions of Part D of the Vocational Education Act for a project designed to accomplish essentially the same goals as those previously set forth for the committee, but with the added feature of expanding the scope of the project design to include the development of an elementary (K-8) program description which would articulate with and complement the secondary (9-12) design.

INTRODUCTION (continued)

CONSORTIUM MODEL

Augmentation of the standing CE Committee to include representatives from one of our local elementary feeder districts was the obvious approach to implementing the grant program. Coincident with the implementation of our local grant program, a similar program had been funded in northern California providing for the participation of the Fremont Unified School District. Charged with similar goals, the participating districts comprise a consortium in cooperation with the State Department of Education.

The research design provides for field testing of the products of each project having independently developed approaches to a set of common goals. Through this project, the district was then able to move toward competency based curriculum utilizing federal resources in lieu of district resources. These resources have allowed us to complete the specified goals and objectives for the first year. We are now ready to proceed to the 1976-77 school year by: 1) Validating the curriculum model as developed; 2) The continuation and revision of the articulated (K-12) plan to infuse Career Education within all curriculum, and 3) To provide the in-service training necessary to prepare staff for the delivery of the specified student competencies.

THE HUNTINGTON BEACH MODEL

The project to develop a Career Education Competency Curriculum Model was approved for implementation by the participating Boards of Trustees. Steps in the development of the model and of the attached Curriculum Activities Guide proceeded as follows:

1. Career Education Advisory Committee (CEAC)

   Comprised of representatives from the Huntington Beach Union High School District and the Fountain Valley Elementary District, the Career Education Advisory Committee had several responsibilities including the following: a) defining Career Education; b) Identification and selection of the competency concept areas to be patterned after the California Career Development Model, as well as the concepts within each area (see Glossary of Terms -- Appendix exhibit A); c) determination of the actual competencies which provide the framework for this guide; and, d) providing leadership and direction for management of the project.

2. Needs Assessment

   Having identified the competencies contributing to the assimilation of each of the selected concepts, the Advisory Committee conducted a comprehensive needs assessment designed to determine the status of local area Career Education programs in relation to those concepts. Conducted initially on a K-12 basis,

the needs survey was expanded to include the opinions of parents and the local business community concerning priorities for areas of emphasis in Career Education programs.

3. The Conceptual Model

The conceptual areas selected by the Advisory Committee included: 1) Career Planning and Decision Making; 2) Education, Work and Leisure Alternatives; 3) Lifestyle and Personal Satisfaction; and, 4) Occupational Roles. Once identified, a panel of 20 experts recognized in the field of Career Education, were asked to critique the model on three separate occasions. Their input resulted in the final conceptual model which was used as the basis for all curriculum development on this particular project. The model is included as Appendix Exhibit B.

4. Development of the Career Education Program Description

Upon completion of the conceptual model, it became the responsibility of the Advisory Committee to determine how the model could be applied to a real educational setting (program description). It was necessary to determine the awareness and/or internalization level competencies/objectives which, if acquired or achieved, would contribute to the assimilation of the critical concepts. At this point in the development process, members of the Advisory Committee as well as representatives from local high schools and elementary schools were organized into writing teams for the purpose of expanding the model into a usable curriculum guide. The writing teams were organized around the four conceptual areas previously discussed. They were instructed to provide information concerning curriculum content, potential learning activities, available resources and evaluation strategies.

The project consultant, Mr. Clarence Johnson, was granted editorial license at the outset of the writing phase in order to assure consistency of format, adherence to the prescribed theoretical learning base, and that all areas of the concepts were covered by the curriculum document. Therefore, changes have been made in the attached curriculum guide in order to establish the points listed above.

THE HUNTINGTON BEACH MODEL

VALIDATION OF THE COMPETENCIES

The draft curriculum guide will undergo a series of validation processes during the 1976-77 school year. Specifically, we will seek to review and refine, as necessary, the competencies which we have identified as critical for student acquisition. The validation process will proceed as follows:

1. Review by the Career Education Advisory Committee

   The Advisory Committee will be primarily concerned with the review of editorial changes to the draft curriculum guide. It will be their intent to establish that the original integrity of the draft guide has not been significantly or inadvertently altered by the editing process.

2. Presentation to Goals Commission

   The draft curriculum guide will be presented to the Commission on Goals for the Huntington Beach Union High School District at a meeting early in the school year. The Commission is expected to review the document in terms of its compatability with broadly stated educational goals and directions established by the group for the district.

3. School Validation

   The draft curriculum guide will be disseminated to our high schools and feeder elementary schools in early September. Reaction to the guide will be solicited from all possible sources within the local educational and business communities. During the six week review period, all comments and recommendations will be reviewed and processed by the Advisory Committee and changes to the draft guide made as appropriate. It is anticipated that the review process, including the incorporation of recommended changes, will result in the production of a final document by early January of 1977. The final product will be submitted for approval to the Boards of both participating districts at that time.

IMPLEMENTATION OF THE COMPETENCIES

The Career Education Competency Based Curriculum Guide will become another dust catcher on the shelves of dozens of elementary and secondary teachers unless steps are taken to formalize your school's commitment to put the product to work in the classroom. An excellent approach has been worked out by Edison High School in cooperation with Bushard Elementary School here in Huntington Beach. If the competency design with which we have provided you is to be truly effective, a working relationship must be established between the elementary and secondary communities. The Edison/Bushard experience provides a good example of how such a relationship might be established:

1. Identification of a Career Education Steering Committee at Each School

   Every program needs leadership and the best is most likely to come from the people most committed to the infusion of C.E. principles in all areas of the school curriculum. Include representatives from all the major curricular areas if possible. This Committee will be responsible for devising a plan to be implemented by their particular educational community.

2. School Needs Assessment

   Assuming that your particular educational community makes the decision to direct all future efforts in Career Education towards the implementation of the model competency based curriculum, the status of CE in your school must then be measured against that new standard. As previously indicated, such an assessment may have already occurred on your campus. This needs assessment process must be completed before a reasonable school plan can be developed.

3. Development of a School Plan

   Having identified the essential differences between the desired program and the existing program (needs assessment), the ground work has been laid for the development of an implementation plan. In order to establish first year objectives which you may reasonably expect to achieve, consider the following elements for a successful implementation plan: 1) availability of resources for career education; 2) staff development needs; 3) status of the guidance program; 4) routes for infusion of the concepts and their competencies throughout the curriculum; and, 5) need for promotion of Career Education at the school in order to increase acceptance among staff and students.

4. Evaluation

   A. Program
      With respect to the evaluation of Career Education program impact over the long term, two instruments have been used and will continue to be used in the foreseeable future.

4. Evaluation

A. Program (cont'd)

These include the following:

1) Project TRACE - Annual follow-up study of sampling of graduates concerning occupational/ educational status.
2) Career Planning Survey - Used to identify trends in occupational preferences of secondary students; assesses student perception of Career Education program on the campus.

B. Student Growth

The Career Planning Survey mentioned above may be used as an indicator of individual student growth in relationship to Career Education concepts and planning skills. It is particularly valuable for the identification of descrepancies between aspiration and expectation in career roles.

Student Career Folders are currently being used by Edison High School and Bushard Elementary to measure program impact on the individual. The folders contain records and results of both student initiated and program initiated activity related to career exploration and planning.

CAREER EDUCATION PROJECT PHASE II

With the production of the Career Education Competency Based Curriculum Guide we have achieved the stated goals for the 1975-76 school year. During 1976-77 we will be primarily concerned with assisting our local educational community and other interested districts to implement the approach exemplified by the guide. VEA funding will continue to be provided to Edison High School and Bushard Elementary; however, the program will be expanded to include an additional pair of articulated schools. Briefly, the program emphasis for 1976-77 will be characterized as follows:

1) Validation of the competency model as introduced by the Career Education Advisory Committee.
2) Staff development for those schools ready to incorporate use of the Curriculum Guide.
3) Development of a refined evaluation system specifically designed to measure the progress of the new approach and its impact on individual students.

As with all instructional resources, the Curriculum Guide is no panacea for a Career Education Program to which the participants are not committed. For this reason we solicit your best judgement concerning the value of this product. We expect it to be elaborated upon, to be a resource which is being continually improved. The only way to begin is for you to put it to work in the classroom, tell us whether or not it works, and what needs to be done to change it. With this kind of participative commitment we will have begun the long sought process of reform in which CE was to have played such a prominent role. We have a challenge before us but the end result is better education for the students we serve.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Given an occupation the individual is interested in, he/she will identify interests and values of individuals in that occupation. a) Facilitator discusses the meaning of values and interests. b) Facilitator administers the Strong-Vocational Interest Blank and interprets the results to each participant. A group discussion of Interests should be conducted after interpretations are completed. c) Facilitator distributes "Values and Interests" worksheet (see attached) and then gives the following instructions to the group. 1. Each participant should select an occupation that they are interested in. 2. Identify and locate (three) males and (three) females in that occupation. 3. Interview the individuals and attempt to determine some of their interests and values. 4. Compare your interests and values with those of the individuals interviewed. d) Facilitator leads a group discussion of each individual's findings.	.Adventures in the Looking Glass Experiencing Yourself and Others Ratliffe and Hermann National Testing Co., 1972 .Your Aptitudes, Robert Pease, McGraw Hill Book Co., 1973 .CVIS - HBUHSD .FS - Let's Get Organized: Discovering Your Potential -- Argus Communications .FS Making the Most of Your Talents Guidance Associates, 1975 .Exploring Career Interests, SRA - 1975	Students should discover that there is a high degree of correlation between their interests and those of their interviewees. Similar comparisons could be made concerning aptitides and attitudes. Degree of correlation is intended to indicate that the students' aspirations are appropriate to his/her talents and not misguided.
1. Facilitator encourages group to relax and listen while short story *"The Road of Life" is read to them. They *Attached	.Road of Life (attached)	Students (lead by facilitator if necessary) will recognize role changes which occur with chronological maturation and values

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 Identify his/her peer's personal, leisure, work and learning aptitudes, interests, and attitudes.	Soc. Stds. Guidance Humanities	.Reasons why individuals have similar or different interests. .Values held by self and classmates. .Actions reflect particular values or attitudes held. .The opinions of others concerning an individual's skills, interests, etc., provides information about him/her self.
1.1.2 Identify specific changes that occur through maturation.	English Soc. Stds.	.The student will identify events that may happen during an individual's life (e.g., job entry, college or training,

VALUES AND INTERESTS

Name: _____ Age: _____ Occupation: _____

Employed by: _____

Years of Education/Training for Occupation: _____

Years on Job: _____

Things I Value:

My Interests Are:

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.2 (cont'd)		. (cont'd) marriage, retirement, etc.) which are generally associated with both a chronological and psychological process of maturation. Changes due to maturation such as: 1) Student to worker. 2) Child to independent 3) Single person to parent 4) Motivations moving toward increasingly complex and sophisticated value system.
1.1.3 Identify persons/situations that influence his/her behaviors.	Soc. Stds. Humanities	.Various models from which young people acquire values: Definition of values. Operational Definition of Valuing Process. Choosing: 1) Choosing from alternatives. 2) Choosing after considering the uniqueness. 3) Choosing freely. Prizing : 4) Considering what one prizes and cherishes. 5) Affirming one's choice Acting: 6) Doing something, acting in terms of one's choice. 7) Doing so repeatedly, as a pattern in one's life.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) are asked to imagine themselves as one of the principals in the story. 2. After the participants have heard the story and the directions at the end, allow 10-15 minutes to write down some of the "paths" they might follow. Following this, they should indicate why they think a person of any given age in the story might follow a particular path. 3. Facilitator then reads a group discussion allowing each participant to share their paths and some of the reasons why they took them. Participants should be cautioned not to be judgemental of others in any way and to use this experience as a sharing experience to get to know one another a little better.		(cont'd) changes which occur with psychological maturation.
1. Students are asked to consider which people might influence their behavior (mother, father, friends). Responses recorded on chalkboard. 2. Same inquiry made concerning institutions (school, church, local federal government) which might influence behavior or thinking. 3. What other factors (such as movies, TV, newspapers, etc) might influence your behavior or thinking. 4. Facilitator will then lead a discussion on <u>how</u> these individuals, institutions or other factors influence their behavior or thinking, e.g.,	.Attached handout on Values Clarification.	Students will become aware that they have developed values derived from people, institutions and other factors in their daily lives. Introduction to the valuing process should help students to identify the genesis of their own behaviors.

Road of Life

Picture in your mind yourself and imagine that you are standing stationary on a road which as you look down it appears to be very, very long and you realize that as you go down this road that there will be many points at which you must decide which fork in the road you want to follow. You begin walking and very shortly you come to an area marked high school and there are a number of paths to follow - they are marked College Program, Vocational Program, General Program, which one will you follow? You continue along down one of those paths and shortly you come to a fork in the road marked - Drop out of school - Continue high school. Which one will you follow? You continue down your path and shortly there are a number of paths which you must select from. Get a job, go on to college, get vocational or apprenticeship training, get married, go in the service. Which path will you follow? You now continue on your selected path and find that at almost every step there is a decision to be made - to have children or not, where to live, where to vacation, what to do when I retire. You may feel like this is a long road and that many decisions have to be made at once, but you should consider some of the alternative paths. Open your eyes now and take a sheet of paper and write down some of the paths you think you might follow on the road of life.

By: Roger Livingston, Research Assistant, Rehabilitation Counseling Program, Michigan State University, East Lansing, Michigan, 1975.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.3 (cont'd)		
1.1.4 Demonstrate knowledge of the influence of hobbies, academic achievement and athletic abilities on making choices about future career areas.	Guidance	.Assessment of individual strengths contributing to individual hobbies, interests, athletic ability, and academic achievement. .Correlation of strengths contributing to hobby skills, academic achievement and athletic ability with job requirements, entry skills. .Correlation of above strengths with career interests.
1.1.5 Relate his/her personal, leisure, working and learning interests, aptitudes and attitudes to present activities and behavior.	Guidance	.Leisure activities actually engaged in vs. those student would like to engage in. .Discrepancies often exist between what we actually do and what we say we'd like to do.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. (cont'd) by lecturing me , setting rules, etc. Record these factors on the chalkboard. 5. Facilitator then leads a discussion on how the students feel about these influences on their lives. 6. Distribute "Values Clarification" handout (attachment # 1).		
1. Students will contrast characteristics and components of activities he or she enjoys and activities he/she does not enjoy. 2. Students will use *activities worksheet to indicate what he or she likes about a given activity and why they like or dislike a given activity. An attempt should be made to frame answers in terms of strengths utilized. 3. Students add at least 10 activities of their own to the list and perform a similar analysis. 4. Facilitator leads a group discussion on the implications of students' findings. *Attachment #2)	.Activities Worksheet for Likes/ Dislikes (attachment # 2)	Students should indicate that some skills and strengths which permit them to excel in a given hobby, in academics or in athletics, will contribute to their potential success in a given career pursuit. As such, these same strengths should be considered when making choices about future career areas.
1. Facilitator distributes "Things I'd Like to Do" worksheet (attached) and instructs the participants to answer the questions according to the directions given.	."Things I'd Like To Do" worksheet (attached)	Conclusion of discussion should result in student awareness of the concept that we pursue activities and maintain or develop

Young persons are exposed to many different models from which they can develop values. These sources include parents, teachers, priests, rabbi's or ministers, politicians, movie stars, the media and friends which all present varying values. How is the young person to sort out all the pros and cons and achieve his own values. When it comes time to choose an occupation, a college, a spouse, who to vote for how does the young person choose his own course of action from among the many models and moralizing lectures with which she has been bombarded? Where does he learn whether she wants to stick to the old moral and ethical standards or to buy new ones? How does he develop his own sense of identity? How does he learn to relate to people whose values differ from his own?

What are values? Values are principles, standards, or qualities that an individual considers to be worthwhile or desirable. They are the things of Social Life (ideals, customs, institutions, etc.) toward which the people of the group have emotions - feelings about these values may be positive as cleanliness, freedom, education, etc. or negative as cruelty or crime.

Values clarification does not teach a particular set of values. Rather it is a technique designed to help people sort out, talk about, and think through their own values systems. The emphasis of this approach is on the PROCESS -- on the very personal process by which an individual defines his own value system and by which he makes constructive decisions -- decisions he can live with and take responsibility for.

For the purposes of value clarification, the valuing process is defined in an operational fashion, in terms of how it works. The valuing process includes seven elements clustered in the three action processes of CHOOSING, PRIZING, and ACTING. These seven elements can be used as a set of criteria to hold up against any choice or decision a person makes to determine the nature or depth of value commitment.

CHOOSING:
1. Choosing from alternatives
2. Choosing after considering the consequences
3. Choosing freely

PRIZING:
4. Considering what one prizes and cherishes
5. Affirming one's choice publicity, to others

ACTING:
6. Doing something, acting in terms of one's choice
7. Doing so repeatedly, as a pattern in one's life

Basically, the goal of values clarification is to help people:

-look for their own alternative ways of handling problems or situations, recognizing that each might make different selections,

-examine the consequences, the what-would-happen probabilities, for each alternative, and

-make personal decisions based on an honest and accurate assessment of the information they have generated. The decision making process does not stop here. By emphasizing PRIZING and ACTING processes, in addition to the CHOOSING, values clarification brings immediacy and meaning to the decisions that people begin to make for themselves.

Adapted from Value Clarification, Simon, Howe, Kirshubaum.

Name: _____

Activities

1. Playing Baseball

   Likes: Batting — Reason for Liking _____
   Dislikes: Fielding — Reason for Disliking _____

2. Bowling

   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

3. Swimming Lesson
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

4. Hockey
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

5. Pool
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

6. Movie
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

7. Hay Ride
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

8. Dancing
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

9. Roller skating
   Likes: _____ — Reason for Liking _____
   Dislikes: _____ — Reason for Disliking _____

10. Pizza Party
    Likes: _____ — Reason for Liking _____
    Dislikes: _____ — Reason for Disliking _____

11. Tennis
    Likes: _____ — Reason for Liking _____
    Dislikes: _____ — Reason for Disliking _____

12. Football
    Likes: _____ — Reason for Liking _____
    Dislikes: _____ — Reason for Disliking _____

ATTACHMENT # 2

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.5 (cont'd)		.(cont'd) Our current interests, aptitudes and attitudes are related to our behavior in terms of those activities we actually pursue as well as those we avoid or are unsure about.
1.1.6 Demonstrate an appreciation of others' personal, leisure, working and learning aptitudes, interests and attitudes.		.Each of us may be characterized as having certain attitudes, aptitudes and interests which influence our behavior and contribute to personality development. .The response (feedback) of others, or the way they perceive us tends to modify our behavior or reinforce it. .Feedback may be constructive or destructive. .Appreciation as used in this objective is to be interpreted as awareness and/or understanding, not necessarily appraisal.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. Facilitator leads an open discussion encouraging participants to share leisure activities that they do and their reasons for being able to do or not do them. 3. Individuals who have special skills or abilities should be encouraged to share them with other participants so that they might learn how to develop certain leisure time skills. 4. Facilitator will encourage participants to initiate a new leisure skill and report back to group for more discussions at a later date. 5. Facilitator leads discussion later asking, "How did you like new activity? Is it something you want to continue to do? If not, are you glad you tried it?"		an interest in them because we are good at them; however, the presence of our interest does not necessarily mean that we possess the necessary aptitude or ability to pursue the associated activity. If, however, the interest is strong enough or persistent enough, we will be motivated to learn the new activity. If we're good at it, interest is maintained. If not, interest will wane.
FEEDBACK 1. Participants form triads of their own choice - they should be encouraged to form triads with individuals they do not know. Participants in each group name themselves A, B, or C. 2. Phase One: a) Participant A takes three minutes to tell participants B & C as much about him/her self as he/she feels comfortable in doing.	Books .I Am Loveable and Capable, Simon Argus Communications .The Dynamics of Group Discussion, Arlin; Argus Communications Cassettes .Interpersonal Communications, Argus Communications Film .Because It's Just Me - Encyclopedia Britannica Edu. Corp., 1973	As a result of the "encounter" session, instructor should note a heightened awareness among the students of the potential positive and negative effects of feedback. They should be aware, for example, that unkind remarks have the potential for long term effects in a particularly sensitive individual.

Name _____ Grade _____

I. List 10 leisure time activities that you do frequently.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

II. List as many leisure time activities as you can that you can that you would like to do but for some reason are unable to do.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

III. Examine the leisure activities that you do and those that you would like to do and write down the reasons why you are able to do some things (leisure activities) and not others.

THINGS I'D LIKE TO DO

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.6 (cont'd)		
1.1.7 Formulate tentative career aspirations based upon an awareness of changing interests, aptitudes and achievements.	Soc. Stds. Guidance	.Future successes are built on the foundation of past successes. .Activities in which we excel contribute to the development

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont'd) b. Participant B repeats this procedure. c. Participant C repeats this procedure. 3. Phase Two: a. Together, participants B & C take two minutes to tell participant A what they heard him/her say, what they inform from what he/she has said or left unsaid and how they feel toward him/her. b. Participants C and A repeat this process for participant B. c. Participants A and B repeat this process for participant C. 4. Facilitator brings the triads back together and leads a discussion on how all of the participants felt about the feedback they received, the type of feedback they received, and what influence this feedback might have had or not had on them. 5. Facilitator will point out the difference between instructive and destructive feedback and ask groups to give examples from their "encounter" sessions.	F.S. Perception - Do You See What I See! Argus Communications	
SUCCESS ANALYSIS 1. Facilitator distributes "Success Analysis" worksheets (attachments # 1 and 2) and requests each	.Success Analysis Worksheets (attachments 1 and 2)	The ultimate goal of this exercise is to have students assent

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.7 (cont'd)		.(cont'd) of a positive self concept which increases the likelihood of future success. .Interests generally do not begin to stabilize until age 20. .Aptitudes which are predicators of career success continue to be actualized through the school years and should thus continue to contribute to the development of career plans.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) participant to list his/her successes, at various age levels up theirs. Participants should also list their most successful experience and one success during the past week. Participants should also indicate reasons why the items listed were successes. 2. Facilitator leads a group discussion having each participant give some of their successes and the reasons why. Group members are encouraged to provide feedback to the one speaking on why they think a particular item was a success. 3. Facilitator distributes Success Analysis Part II and asks each participant to list their successes and to check the appropriate boxes under A through T in response to the statements made on the Check Sheet. Each participant is then instructed to total the number of checks for each column, e.g., A=3, B=3,...F=0...Each participant is then to rank order the number of checks, e.g., B=3, L=1, Q=1, T=20. 4. Facilitator then provides aloud to each participant the self-priority or value associated with each column. A - Wisdom I - Justice B - Honesty J - Morality C - Achievement K - Religious Faith D - Autonomy L - Loyalty E - Love M - Knowledge F - Aesthetic N - Pleasure G - Skill O - Recognition H - Altruism P - Wealth	.Results of either Kuder Interest Inventory or Strong-Coleman Interest Inventory	to the idea that career aspirations and planning should reflect the dynamic processes that characterize the high school years ahead. They should reflect the idea that their immediate future calls for exploration of careers that will utilize as many talents as possible thus leaving all options open.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.7 (cont'd)		
1.1.8 Select one or more activities that utilizes his/her personal, leisure, working and learning aptitudes, interests and attitudes.	Soc. Stds. Humanities	.Interests are learned as a result of an individual being engaged in an activity. .Interests are relatively unstable in the young (age 20) .People in the same occupation tend to have similar likes and dislikes regarding activities. .Interests motivate the individual to action. .An attitude may be conceptualized as a feeling toward an object, social institution or group. .An interest may be conceptualized as a feeling about an activity.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. (cont'd) Q - Physical Appearance R - Health S - Emotional Well-Being T - Power 5. Facilitator leads a group discussion on these values as to their meaning and significance for each group member and how each item can be significant in their future pursuits in school, work and leisure activities. 6. Students will assess extent to which successes have contributed to interests and attitudes (thus behavior). Check to see if interests correlate with Inventory Instruments listed. 7. Begin to formulate career aspirations compatible with established success patterns and emerging values as revealed by results of part II of exercise.		
1. Facilitator will survey the class to establish students into groups according to their aspirations related to various career clusters. 2. Results of an interest inventory on them analyzed to establish degree of shared interest within each group. 3. Within each group, each student will indicate his/her favorite school or leisure activity.	.Various Interest Inventories of choice	Activity considered successful if each member of a pair has participated in one new activity or acquired a new skill as a result of sharing and which is compatible with his/her interests and attitudes.

Name: _____

SUCCESS ANALYSIS - Part I

List Three Successes	Reasons Why
Age 1-7	
1.	
2.	
3.	
Age 7-12	
1.	
2.	
3.	
Age 12-19	
1.	
2.	
3.	
Age 19-Present	
1.	
2.	
3.	

Most Successful Experience

One Success During the Past Week

ATTACHMENT # 1

ATTACHMENT # 2

SUCCESS ANALYSIS - PART II.

Name: _____

WHEN I DID THESE THINGS: | AS A RESULT OF THESE THINGS:

ACHIEVEMENTS	I used good insight and Judgement	I maintained or enhanced my own integrity and character	I accomplished something important	I did it my way or the way I felt best	I expressed love in a meaningful way	I expressed my love for beauty	I used skill and know how	I did something for others in an unselfish way	I did what was fair and just	I maintained my own moral standards	I expressed my faith in God in a meaningful way	I preserved or enhanced my relationship to a person, group or institution	I learned something I did not know before	I received a great deal of personal pleasure	I received respect, appreciation, recognition or approval	I received money or its equivalent	I became more physically attractive	I became more physically healthy	I became more emotionally secure and/or fulfilled	I became more influential and received greater opportunity to make things happen	Decision Making
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
Total of Points																					
Rank Order of Totals																					
Total Number of Checks																					
Rank Order of Checks																					

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.8 (cont'd)		
.1.9 Assess activities that utilize his/her personal, leisure, working and learning interests and attitudes.	Guidance	.In order to assess the probability of attaining goals, one must consider the following kinds of information: a) personal characteristics b) personal skills/abilities c) reasons for past failures d) qualifications, opportunities, personal attitudes, attitudes of others. e) factors which could interfere with the attainment of one's goals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. Students within each group will also indicate a number of school or leisure activities in which he/she is interested but has not yet tried due to a lack of familiarity, confidence or instruction. 5. An attempt will then be made to pair students within occupational interest groups - one student who is experienced in an activity area with a student who has expressed interest in the activity (on a similar one) but who has had no experience. A "tutoring" relationship will be established in order to share activities. Ideally, tutoring pairs would have activity skills which could be shared between them, rather than one way only.		
1. <u>The Probability of Attaining Jobs</u> Each student will complete his/her personal assessment of probability of attaining goals by outlining/reporting to the class on the following items: a) The individual will identify a specific goal which he or she was unable to attain (e.g., getting a part-time job in the neighborhood) and describe the reasons why. b) Each student will explain and give an example of how each of the following might influence the attainment of a goal: qualifications, opportunities, personal attitudes, attitudes of others.	.Film Loops Find Yourself, Then Your Job Doubleday Multimedia .Film Strip Foundations for Occupational Planning; Singer/SVE Making the Most of Your Talents; Guidance Assoc., 1975 Roles and Goals, Argus Comm.	Student assessments are meaningful only to the extent that they have a reasonable standard against which to assess. An awareness of the relationship of interests to attitudes and aptitudes should be obvious in their work. If they are measuring the potential contribution of sadly deficient skills against an accordingly unrealistic goal, they are missing the point.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.9 (cont'd)		
1.1.10 Plan one or more activities that uses his/her personal, leisure, working and learning aptitudes, interests and attitudes.	Guidance Soc. Stds. Civics	.The individual will plan personal programs to reach identified career goals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) c. Given a list of attributes necessary to attain a given goal, the individual can identify which of those attributes he/she possesses and which he or she does not possess. d. The individual will identify three specific factors which might interfere with the attainment of one's goals (e.g., moving to a new area, illness, accident, etc.) e. The individual will name the component skills of various favorite activities and consider which of these are likely to be of value as he or she considers various career options.		
1. The individual will make a plan of experiences and events that will result in a change in his/her self-concept; the student will implement, monitor and evaluate this plan. 2. Given possible goals demonstrating citizen responsibility, the student can select one goal and list the steps he/she would take to pursue that goal. 3. Given a long range career goal (e.g., become an environmental engineer) the individual can outline the specific steps to take while still in school to pursue that goal.	.Careers: Exploration and Decision Jack L. Rettig, Prentice Hall, 1974 .A Better You Series; McGraw Hill Book Co. .It's Your Future; Eyegate	Activities and approaches selected by the students should be sophisticated enough and sufficiently informed (in terms of self-knowledge) by this time that they are thoroughly success oriented and likely to contribute to and support a positive self-concept.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.11 Use personal interests to explore career information.	Guidance Soc. Stds. English	.Student abilities and characteristics in relationship to peers. .Personal abilities, interests and values. .Major duties, required abilities and entry skill requirements of careers in various clusters. .Factors contributing to job advancement/demotion. .External factors affecting career plans.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Project participants will receive regular counseling and instruction in affective skills such as positive reinforcement or strength bombardment, interpersonal communication, etc. 2. Students will distinguish and compare own abilities and characteristics to those in jobs of interest to them. 3. Note personal abilities, interests and values which may affect career options. 4. Cite the major duties, required abilities and entry skill requirements of at least three careers in each cluster. 5. Cite at least five positive and negative factors which result in job advancement or demotion. 6. Prepare at least three realistic alternative career plans requiring post-high school training, noting possible external factors which could interfere in the attainment of each plan.	.Kuder Interest Inventory .CMI Attitude Scale .Self Actualization .Because It's Just Me .Keys - Career Exploration .Making the Most of Your Talents .Career Development Through English Experiences	Career counselor (assisted by participating teachers) will evaluate assessment instruments for an indication of positive correlation between student interests and self-knowledge of aptitude/ability and the ability to accurately judge degree of potential aptitude for a specific career.
1. Students will develop a variety of alternative career plans requiring knowledge of three or more of the 15 career clusters. 2. Students will utilize an approved format to interview individuals from local industry and community currently employed in occupations of their interest.	.Career Exploration and Planning .Careers: Exploration and Decisions .CVIS .Career Discoveries .Career Education Clusters .The Job Box	Pre/post results of the Career Interest and Life Planning Survey. Successful completion of interviews. Successful completion of cassettes. Students will indicate receipt of career information from non-school sources. Number of successfully completed research projects/independent study reports. Reports should

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.1 INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, ABILITIES, VALUES AND ATTITUDES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.12 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
3. Students will each prepare a job skill competency cassette recording integrating excerpts from actual interviews of individuals employed in a career of their interest. 4. Students will write letters seeking information on careers of their choice based upon source information provided by the Media Center. 5. Students will develop and prepare written and/or audiovisual reports on specific skills and competencies required for job entry. Presentations may include oral and/or written reports, slide presentations, etc.		be judged in terms of quality and availability of resources.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.1 Demonstrate an awareness that work, leisure, personal and/or learning experiences can influence self-development.	English Guidance Soc. Stds.	Experiences facilitate self concept and skill acquisition.
1.2.2 Demonstrate knowledge that understanding and acceptance of self is necessary for responsible planning of life experiences.	Soc. Stds. English Guidance	Knowledge of self is necessary in making sound decisions.
1.2.3 Demonstrate an awareness that school, work, leisure and social experiences influence career decisions.	English Soc. Stds. Guidance	All decisions are influenced by past experiences.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have a series of 2 to 4 guest speakers representing high school, community college, university and parent/worker members. Using the theme "What work, learning, leisure and personal experiences influenced your development", the teacher can have students create a set of questions for each speaker to answer. As the questions are asked the students can record the key experiences.	.Fountain Valley School District Resource Book .Huntington Beach Union High School District Resource Book .Parent Advisory Committee .Other Teachers .Relevant filmstrips .Books on autobiographies or biographies	Each student will complete the form developed for each speaker listing the major experiences influencing the speaker's self-development.
1. The teacher will find that small group discussion sessions are useful and that simulations and/or games will facilitate students acquiring this competency. For example: In a small group of 3 to 5 students, the teacher can select the catalyst "My Most Successful Experience Was_____." 2. The teacher might request assistance from the counselor and implement Life Career Games in the classroom or let students experience one or more of Kohlberg's Moral Dilemna Exercises.	.Deciding .Life Career Games .Tell It Like It Is .Career Planning Folder .SRA Occupational Awareness Kit .Values Clarification .Group Facilitator Handbook .Kohlberg's Moral Dilemnas	Each student will complete a paragraph on "Knowledge of self is necessary in making sound decisions because...."
1. The teacher can assign each student to interview a worker which can be a parent, teacher, community worker or school employee. The interview will attempt to answer the following:	See above for resources.	Each student will identify one or more experiences under each category that might influence career decisions.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.3 (cont'd)		
1.2.4 Identify a life experience that caused a better understanding of his/her self.	Soc. Stds. English Guidance	Recognizing causes of knowing self.
1.2.5 Describe an experience that may influence his/her career choice.	Soc. Stds. English Guidance	Planning experiences can influence career choices. .Part Time Work .School Courses .Work Experience .Hobbies .Doing well in a subject(s) .Doing volunteer work (candy stripers, red cross, etc.) .Go to work with parent/relative/friend .Scouting

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) What school/work/leisure/social experiences influenced your decision to work at your present job? Each student will be expected to give an oral report to the class and turn in the written report to the teacher.		
1. In a small group setting and using the discussion group catalyst "The experience I had that I learned the most from was....." The teacher should allow a maximum of 3 minutes per student. After each small group is finished, the class is assembled together and then discusses their thoughts about the exercise.	.Peer Counselors .Career Counselor .School Psychologist .Local Community Mental Health Worker .Self Analysis Inventory	Each student will describe an experience that caused him/her to have a better understanding of self.
1. The teacher will request each student to arbitrarily select an occupation (could be from a prepared list of occupations). The student will then describe one or more experiences that he/she might have that would help him/her decide to pursue the occupation or to change. The student can present the experience in writing, artistically, verbally or create a simulation. However the means, each is to be shared with the class then filed in his/her Career Planning Folder.	.School Course Outlines .High School Student Handbook .Guest speaker from Youth Employment, Work Experience Office, ROP or parents. .Filmstrip series on Job Application .Career Planning Folder .Materials from the Career Resource Center	Each student will describe/present an experience that might influence a yes/no decision on a career choice.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.6 Identify changes in his/her personal, leisure, work and/or learning interests and indicate what influenced the changes.	Soc. Stds. Guidance English	Interests change with experiences and/or maturation
1.2.7 Formulate a tentative career plan and describe a (some) experience(s) that might influence the plan.	Soc. Stds. English Guidance	Career goals might be reached through planning.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have students keep an "Interest Log" for a period of 2 mths. The student will begin by recording: .My favorite subjects are..... .My favorite leisure time activities are..... .My best friends are and/or I like to ..... .I would like a job where..... Then each day the students should be given an opportunity to enter any experiences he/she would like to record. After the agreed upon time, each student will then record: My Favorite — List Influencers Subjects Leisure Acti. Friends Jobs	.Career Planning Folder .SRA Occupational Awareness Kit .Career Counselor .Peer Counselors .Notebook	Each student will complete his/her "Interest Log." It will be checked by the teacher and filed in the student's Career Planning Folder.
1. Each student will complete a career planning process selecting a tentative career choice. He/she will then complete a tentative 4 year high school plan that will facilitate appropriate experiences to reach the career goal. Emphasis should be placed on subject selection, electives, extra curricular activities, work experience, part time work and/or volunteering.	.Secondary School Counselors .Career Planning Folder .SRA Occupational Exploration Kit .Life Career Games	Each student will complete a tentative four year high school program.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.1	Demonstrate knowledge of potential job possibilities in his/her immediate neighborhood.	Guidance Soc. Stds. English	.There are potential job possibilities available, e.g., child care, paper routes, mowing yards, cleaning houses, washing cars, junior achievement.
1.3.2	List job variations within community and state.	Soc. Stds. Guidance	.There is a variation of occupations in the community and state.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might want to capitalize on the student's experiences and wants/needs for money-making work. First, the class discussion can begin with "How many of us would like to work part-time?" This can be followed by the class brainstorming in small groups of 5 to 6 students, "Jobs in our Neighborhood." After each group has reported to the class and has recorded their list on the chalkboard, the teacher can then suggest that maybe the class might want to form an employment club/group/company. If so, let them set up an organization, get approval and implement the activity.	.State Youth Employment Guides .High School Work Experience Coor. .Newspapers/Telephone book .Local Youth Employment Coor.	Each student will list at least five (5) potential job possibilities in his/her neighborhood.
1. The teacher is encouraged to have students explore the occupational information materials. This can be done easily by having students complete the JOB-O followed by an exploration of occupations identified by the JOB-O. The exploration should take place in a Career Resource Center. If one is not available at your school, arrange for a visit to the CRC at a local high school or arrange for a visit to the local Youth Employment Service.	.Careers of the 70's film by Doubleday Multimedia .VIEW .DOT .Occupational Outlook Handbook .Newspapers from the local community and from different parts of the state. .Career Resource Center materials and Personnel .Career Exploration Folder .JOB-O .CVIS .Career Exploration Folder	Each student will evidence he/she has explored a variety of jobs.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.3 Identify occupation specialities evolved because geographical locations.	Soc. Stds. Guidance	.Some geographic conditions cause occupational specialities (farming, recreational occupations, aerospace, shipping, etc.)
1.3.4 Demonstrate awareness that some tasks require the use of specially designed tools, equipment and materials.	Guidance Soc. Stds.	.Some occupations require workers to use specially designed equipment.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher will find this an excellent opportunity to explore with students, recreational opportunities and an excellent opportunity to correlate occupational specialities associated with geographical constraints. Have students plan a recreational program they might want to pursue for the next four years. You may find they have limited knowledge in areas like mountain sports, archeology, prospecting, fishing, hunting, etc. Therefore, attention must be given to brainstorming these opportunities followed by/congruent with the geographical conditions causing this. When they have completed their plan, ask each to identify a worker by title who might be associated with the leisure activity.	.DOT .Occupational Outlook Handbook .SRA Occupational Exploration Kit .State Employment Guides .Youth Employment Coordinator	Each student will list a minimum of 10 occupations that have evolved because of geographic locations.
1. The teacher will discover this an excellent opportunity to invite in guest speakers who perform tasks that require special equipment. The guest speakers should speak directly to tasks and training to perform the tasks. Some possibilities are telephone company employees, computer programmers and/or scientists. Students should be encouraged to take notes and to keep his/her notes in a Career Exploration notebook or to file in his/her Career Exploration Folder.	.Career Exploration Folder .D.O.T. .Occupational Outlook Handbook .CVIS .Other materials, both printed and in audiovisual formats .Community Resource Handbook .Career Counselor .AIR Career Resource Center Tech. Training Module .Mesa School District Mini Pac on Career Resource Centers	Each student will match a list of occupations with specific equipment.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.5 Demonstrate knowledge that cooperation on some tasks makes the job easier.	All	.Most occupations require a team effort; therefore, cooperation with co-workers causes the job to be easier and possibly more enjoyable.
1.3.6 Describe various work environments.	Soc. Stds. Guidance	.Inside, outside or both; extremes of cold plus temperature changes; extremes of heat plus temperature changes; wet & humid; noise and vibration; hazards, fumes, odors, toxic conditions, dust and poor ventilation.
1.3.7 Demonstrate awareness of the rights and responsibilities people have within groups.	All	.Every person has individual rights within a group and responsibilities to the group.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher is encouraged to select a small group technique and use it with students so that each experiences the necessity of working together. After this exercise, the class needs to brainstorm characteristics of cooperative persons. After the exercises, each student needs to inspect his/her tasks that require cooperation with others and to delineate his/her cooperative characteristics.	.Group Facilitator Handbook .Value Clarification .Junior Achievement Materials	Each student will identify tasks he/she does that makes cooperation with others necessary.
1. The teacher needs to put the list of working conditions on the chalkboard (or reproduce a copy for each student). After discussing what each means, show the class a film on work/occupations/ careers instructing the class that they are to write in the occupations after the working environment that best describes the specific occupation.	.DOT .Film "Careers of the 70's" .Appalachia Career Education Unit on Working Conditions and Physical Demands .CVIS	Each student will match a set of occupations with a work environment.
1. The teacher might want to plan activities centered on 'What are my rights?' and on 'What are other's rights?' These activities might include group activities from the Group Facilitator Handbook Group Leadership and/or values clarification. After group activities, the students can create a poster series on "Individual Rights" and/or "Responsibilities to Others."	.Guest presenters such as counselor, psychologist, mental health worker, school principal, nurse. .Audiovisual materials on 'Getting along with Friends', 'Individual Rights', 'Responsibilities to Others', from the Society and Mankind filmstrip series.	Each student will describe his/her rights as an individual and will describe his/her responsibilities to classmates and friends.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.8 Recognize the need to learn a variety of roles.	Art Soc. Stds. Guidance English	.Friend role, family member, learner role, community member role, worker role.
1.3.9 Recognize the possibility of role conflicts.	Soc. Stds. Guidance	.Some roles will cause conflicts for individuals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can divide the class into committees. Each committee will take one of the following roles and complete a unit including a poster, a paper and an oral presentation which might be a report or role playing format. Family Member Role Team Member Role Friend Role Learner Role Worker Role Each unit will include delineated role characteristics.	.All available printed and audio-visual materials on the related topics.	Each student will describe his/her role as a friend, student, worker, recreator and family member.
1. This is an excellent opportunity for the teacher to deal with the topic of 'Conflict'. Having defined it you may want to select and use a small group technique that allows students to experience or observe simulated conflict. When you are satisfied that students have knowledge on the above, introduce the theme 'I have conflict with my role as a.....?' Assign students the task of completing one or more paragraphs describing what role conflict they have or might have.	.Group Facilitator Handbook .Group Leadership: A Handbook for Group Leaders .Joining Together .Values Clarification .Counselor/Psychologist/Mental Health Worker/Peer Counselor	Each student will describe the potential for his/her role conflicts.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.10 Identify appropriate roles he/she might assume in the next 10 years.	English Soc. Stds. Guidance	.Worker, parent, voting community member, professional roles
1.3.11 Explain how family and school might influence a person's opportunities and responsibilities.	Soc. Stds. English	.Money wealth, work-role positions, cultural or societal position, amount and kinds of education
1.3.12 Explain how changes in self characteristics influence environment and how changes in his/her environment influence the individual.		.Self can influence environment and environment can influence self.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher will find students somewhat ill prepared to fantasize future roles so some preparation must be made. First, have students define roles that 24 year old citizens usually assume. After the definition, ask each to project ahead and try to imagine what roles they will be assuming. Then from the list of roles, ask each student to write down how they see themselves in those roles in 10 years.	.Guidance Associate Filmstrip series on roles .Guest speakers from local industries and/or colleges and universities. It would be better if they are from the local community.	Each student will list roles he/she feels they might assume in the next ten years.
1. The teacher is encouraged to use guest speakers. It is best to have students divided into groups of 5 to 6 with each group assigned to solicit a guest speaker. If they cannot, the teacher can be of assistance. The speaker should speak to the topic "Does family and schooling influence a person's work responsibilities and/or opportunities?"	.The teacher is referred to printed and audio-visual materials on cultures and/or societies. .D.O.T. .Occupational Outlook Handbook .Materials on levels of occupations .Newspapers	Each student will describe how family and the amount of education can influence a person's responsibilities and opportunities.
1. The teacher needs to assign the class a project on changing an environment. Through a unit approach, the class will create a plan and implement the plan on changing an environment.	.Career Explorations Folder .Filmstrip on Personality .Guest speaker(s) representing the park and recreation/retired community/a neighbor/an upperclassman.	Each student will describe how his characteristics modify and/or are modified by the environment.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.12 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) Some suggestions to consider (1) playground (2) beautification of the school (3) communicate positive remarks to everyone, (4) creating a positive classroom learning environment. During the implementation of the plan, students should keep a diary, making an entry once a day. Entries should center on how they feel, what they have observed, and/or what they have learned.		

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.1	Identify present employment trends, work roles, and job mobility patterns.	S.S. Guidance Ind/Arts Business	Knowing how and what occupational information data to collect in planning a career and/or planning for gainful employment.
1.4.2	List changes in societal values during recent years.	S.S.	Societal values change (work, education, peace, integrity, racial integration, leisure time, movies, music, art, etc.)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher is encouraged to have students research an occupation and/or career in depth. The following outline is offered as a guideline only: 1) Occupational title DOT number DOT description 2) History of the occupation .How long has it been used .What are skills now used that were not used 30 years ago .How has the worker's role changed in the last 30 years .What is (has been) the mobility pattern of workers in this occupation 2. The report should be turned in to the teacher who makes positive comments on the paper or to the individual student. The paper needs to be filed in his/her Career Awareness Folder.	.Newspapers .Guest speakers from Youth Employment Office, Work Experience Office, and/or local industry personnel offices .Occupational Outlook Handbook .Career Resource Center material .Career Counselor .Career Exploration Folder .Job-O .Occupational Awareness Kit by SRA	Each student will identify 3 or more resources to locate information on each of the following: 1) Employment trends 2) Work roles 3) Job mobility patterns
1. This is an excellent opportunity for the teacher to compare societal needs, wants and values from some point in history to present. For example, how has the work values changed from 1936 to 1976, how does music project values, how has the value of a formal education changed	.Rokeach's Value Inventory .Super's Work Values Inventory .Film strip series on "Values: How To Recognize" .Newspapers .Magazines	Each student will identify some changes in societal values that have occurred during the last 10 years.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.2 (cont.)		
1.4.3 Identify how peers have adapted to societal changes.	S.S. Guidance	Recognizing changes in behavior of peers.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (Cont.) from 1950 to 1976? After the comparison is complete, the teacher should have the students describe the values of their class (generation) and how they are different than those of older persons. A record should be recorded on the chalkboard of all value changes and/or differences.		
1. The teacher can use a group technique to facilitate students acquiring this competency. The class can be divided into groups of 3 to 5 students. Each group will use the same technique as follows:	."Societal Values" in the Mankind and Society Filmstrip series. .Library resources showing newpapers & magazines of years prior to 1966. .Rokeach's Value Inventory .Group Facilitator Handbook .School Counselor a/o psychologist .Knapp, Non-Verbal Techniques .Peer counselors (from same school or from high school) .Group Leadership: A Manual for Group Leaders.	Each student will list the ways a peer has adapted to 2 or more societal changes.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.3 (cont'd)		
1.4.4 Recognize his/her methods of adapting to changes.	Soc. Stds. Guidance	Personal way of adapting to change (anger, openly, needs help, slowly, fearful, happily, etc...)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) 1. Beginning with one person in each group, we will take turns until all have had a chance to verbalize. 2. You are asked to finish this sentence: "I have changed in the last 2 years by.... The teacher needs to offer suggestions: I dress differently, I like new things, I like to do this now..., etc...		
1. The teacher might choose to ask the school counselor and/or school psychologist to be a (the) guest teacher. Or the teacher might have the students, using the following form, choose one or more classmates to fill in the form. He/she will then use the peer feedback to list his/her ways adapting to change. I change 1. To new work assignments by ____ _____ 2. To new play rules by _____ _____ 3. To new friends by _____ _____ 4. To different school rules by __ _____ 5. _____ 6. _____	.Values Clarification .Group Facilitator Handbooks .Career Exploration Folder .School counselor a/o school psychologist	Each student will record in his/her Career Exploration Folder or on the form provided by the teacher the ways he/she handles change.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.5 Identify way in which he/she has adapted to societal changes.	Soc. Stds. English Guidance	Knowledge of self behavioral views.
1.4.6 Identify changes he/she might have to make in the future.	Soc. Stds. English Guidance	Knowledge of future demands (working, learning, recreation, personal, social, family, technology, leaving home)

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher/counselor might want to add this competency as a follow up to the preceding (1.4.4) activity by asking students to define and discuss "Coping Behaviors." 2. Then provide students some structure (below) to identify how they cope with change. "It is important for each of us to recognize how we cope with changes. By doing so, we can alter our methods of change and/or we can select activities/careers that will allow for out style of adapting to change." Please complete the following: I adapt to 1. New friends by _____ 2. New assignements by _____ 3. New rules by _____ 4. (the teacher needs to add to the list)	.Career Exploration Folder .DECIDING .Life Career Games .Tell It Like It Is .LIFE Game .Filmstrip(s) series on "Coping" .Kohlberg's "Moral Dillemmas"	Each student will make a list of ways he/she has coped with changes and will file the list in his/her Career Exploration Folder.
1. The teacher can request the Career Counselor/Career Resource Technician/School Psychologist/School Administrator/Career Advisory Council/High School Counselor (or do it him/herself) to arrange for a panel or speaker who will talk about the changes they have had to make since	.Filmstrip on "Planning for the Future" "Coping Behaviors" "Going To Work" .Career Exploration Folder .Guest speakers from the high school, community college, work, family, recreational)	Each student will list changes he/she will have to adjust to in the next 10 years.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.6 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) being in junior high school. The students should be requested to ask questions. An alternative method can be to divide the class up in groups and have each speaker to move from group to group having students to take notes and ask questions.		

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.1 List sources for career information.	Soc. Stds. Guidance	.Occupational information seeking skills. .Teachers, parents, counselors, friends of family, business industry workers. .Newspapers, television, printed materials. .Career Resource Centers. .Youth Employment Offices. .U.S./State/Local Governments.
1.5.2 Identify the part values play in the decision-making and career-planning process.	Soc. Stds. Guidance English	.All decisions are made on values.
1.5.3 Demonstrate knowledge that personal goals may conflict with group goals.	Soc. Stds. Guidance English	.Individual wants (values) and needs may differ with the group goals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can begin by discussing by asking what equal rights mean. Selecting an occupation, ask who the work is available to: men/women/ages/races. 2. Then brainstorm with the class as a group, where they can get more information on the specific career. When the list is exhausted, have students copy the list and file it in his/her Career Exploration Folder for purposes of future references.	.Career Exploration Folder .Career Resource Center Materials .CVIS .DECIDING .Guest speakers. .District Community Resource Handbook.	Each student will complete a list of resources for career information and file the list in his/her Career Awareness Folders.
1. Using one of the task group catalysts (techniques), the teacher can have groups of students experience the decision-making process. After the group has arrived at a decision, each group will then indentify what values were enforced in their decision. Using this decision, as a source, the class then needs to identify the values projected by the decision as well as whose values they are and how the values were derived.	.Super's Work Values Inventory .Rokeach's Values Inventory .Life Career Games .Deciding .Choice or Chance .Self Appraisal and Assessment System (SAAS) .Group Facilitators Handbooks .Values Clarification	Each student will express how his/her values are expressed in his/her decisions.
1. The teachers can divide the class into groups of three to five students. Then assign each group to role play a class situation a recreation situation or a social situation where one person's goals (values) will conflict with others. The class should be instructed to write one short paragraph on his/her observation of each role playing situation being sure to identify the		

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.3 (cont.)		
1.5.4 Demonstrate awareness that some goals may not be attainable.	Soc. Stds. English Guidance	.Self characteristics, societal constraints make some goals unattainable.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) conflicting goals. The last paragraph or set of sentences needs to be a description/recognition of a conflict they have or they are having in their social/school/recreational group. The papers will be turned in, the teacher will check each and will add positive comments to each.	.Filmstrip "Personal Goals" and 'Values' .Knapp Non-Verbal Communication .Group Leadership: A Manual for Group Leaders .Kohlberg's "Moral Dilemmas" .Values Clarification	Each student will identify differing goals an individual projects from group goals from a simulated situation or by observing a real situation.
1. The teacher can assign students from teams to conduct an "On the Street Interview." Using a tape recorder with the set of questions (below), have students complete after school (or arrange for a field trip to a local shopping area) as an assignment. The teams will then share their interview with the class. (An alternative can be to arrange for one or more guest speakers to talk with the class on (GOALS I NEVER ACHIEVED) 2. We are doing a class project on setting personal goals and have been assigned to interview from 1 to 5 persons. We would like to ask you two questions and record your answers. 1) Did you/do you have goals that you think you will never meet? (Examples, Career, Goals) 2) Would you share with us why you think you did not/will not meet your desired goals?	.Newspapers .Magazines .Tape recorders .Video-tape equipment .Camera & film	Each student will explain how one or more of his/hers or a friend's personal goals were/are un-attainable.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.5 Express how friends, feelings, family and information influence choices.	Soc. Stds. English Guidance	.Recognizing influencers
1.5.6 Demonstrate awareness that increased knowledge of occupations and increased self-knowledge might affect career choice.	Soc. Stds. Guidance English	.Career Planning steps: .Knowledge of self .Knowledge of opportunities .Choose .Plan .Evaluate .Workers are more satisfied in Careers where they are successful

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can construct a profile of a student (same age of class members) showing choices the student(s) made. The choices can be purchasing clothes, playing sports, doing homework, going out during evening hours, a/o looking for paid employment. The students can be divided into groups of 2 preferably male and female. They will be assigned to 1) Who/what was/is the influencer? 2) How did the influencers effect the choice? Suggested Outline: Choices / Influencers / How 1. Did homework / Family / Structured time, more privileges, ect.	.Kohlber's "Moral Dilemmas" .Life Career Games .Deciding .Filmstrip series by D.K. on Life Styles .Filmstrip on choices by G.A. .Refer to list at the end of this unit.	Each student will complete an assignment in which he/she identifies who/what the influencer was/is and how they/it affects choices.
1. The teacher might develop profiles on mythical students or contact former students and ask them to write a paragraph on their characteristics and what they are presently doing for work. When the profiles are complete assign students in pairs to match the characteristics with as many occupations as they can during a one or two hour time period using materials in the Career Resource Center of having materials brought into the classroom. When they have finished this task, have each team choose high school subjects they think will be best and from the list of occupations, choose 1 to 5 that they think might be best and be able to	.Career Exploration Folder .CHOICE OR CHANCE .DECIDING .State Dept. of Hawaii Junior High School Career Planning Guide. .San Diego City Dept. of Ed. Junior High School curriculum Guide Decisions .Decisions (gam, San Diego County Dept. of Education. .JOB-O .Occupational Explorative Kit by SRA .Guest Speakers .Career Counselor .Career Resource Center Materials .CVIS .DOT	Each student will identify (10) occupational alternatives that match his/her self characteristics and record there in his/her Career Exploration Folder.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.6 (cont.)		
1.5.7 Identify future career options.	Soc. Stds. Guidance	.Career Planning Process .Knowledge of Self Characteristics .Knowledge of alternatives .Choosing .Planning .Evaluating

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) defend their decision. When the class assignment is complete each team or groups of teams using the same student profile, will defend their position with the class. After discussion, the teacher will then ask students to complete the appropriate sections in their Career Exploration Folder. On a test/ exams assignment the teacher might want to include a question "Why is it important for each of us to know our personal characteristics and alternatives (education/occupational/recreational/person-social)?"	(cont.) .Worker-Trait charts	
1. The teacher can schedule the students to the Career Resource Center to complete their Career Planning Folder/ appropriate sections. The teacher might want to request the (a) Career Counselor from the local high school to conduct 1 or more sessions with all 8th grade students. Or the teacher can have each student identify one or more Career options that match his/her self characteristics and then complete a short paper on why he/she choose that career, what skills are required to enter the career, and what is the outlook for employment and advancement.	.Career Exploration Folder .Deciding .Career Planning Curriculum Guides .SAAS .Choice or Chance .Life Career Games .Careers .Occupational Exploration Kit .Career Counselor Peer Counselors .JOB-O .VIEW	Each student will identify the parts of the Career Planning Process.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.8	Identify and clarify personal work values.	Soc. Stds. Guidance	Work values Super's Work Values Profile Sheet Altruism Esthetic Creativity Intellectual Stimulation Achievement Independence Prestige Management Economic Returns Security Surroundings Supervisory Relations Associates Way of Life Variety
1.5.9	Identify his/her outcomes of past decisions and choices.	Soc. Stds. English Guidance	.Knowledge that every decision and choice produces outcomes.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher a/o counselor a/o Career Resource Center Technician can administer the Work Values Inventory to each student. Students will then complete their results and enter them in his/her Career Exploration Folder.	.Super's Work Values Inventory .Filmstrip by G.A. "Work Values" .SRA Occupational Exploration Kit .SAAS .Deciding	Each student will identify and record in his/her Career Exploration Folder his/her work values.
1. The teacher can have the students complete the following form: Decisions and choices you have made: Decisions Outcomes Values 1. 1. 1. 2. 2. 2. 3. 3. 3. Choices 1. 1. 1. 2. 2. 2. 3. 3. 3. Each student will identify decisions and choices he/she has made during the past 2 to 6 months. From these, each		

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.9 (cont.)		
1.5.10 Express how present achievements are related to his/her planning strategies.	Soc. Stds. Guidance	.People do activities that re-inforce their strengths.
1.5.11 Plan to implement major short-term goals.	Soc. Stds. Guidance	Planning .Statement of Goal .Statement of desired outcome .My personal characteristics .Interests .Attitudes (values) .Skills

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) will identify what happened because of decisions and choices and what value a/o good were they fulfilling. The results need to be collected by the teacher a/o counselor. It is recommended that 1) if time allows, an individual conference be held with each student to give him/her positive feed back and 2) the results be filed in his/her Career Exploration Folder.	.DECIDING .Tell It Like It Is .Decisions (simulation by San Diego County Department of Education.)	Each student will identify 2 or more decisions and 2 or more choices he/she has made during the last 2 to 6 months and will describe the outcomes from those decisions and choices.
1. The teacher might consider utilizing a a class period to define and explain self-concept. After the definition and explanation, divide the group into groups of 3 to 5 persons. Instruct the students that each student will describe what he/she is best at to group members. After each student contributes his comment, the other group members are encouraged to add positive comments, e.g., you are also a good friend, you are a good classmate, you are positive, etc. After this exercise, each student will write a paragraph on "When planning, I use my strength in . . ."	.Group Methods To Actualize Human Potential by H. Otto .Career Exploration Folder .Choice or Change .Filmstrip on "Planning" by G.A. .100 Ways to Enhance Self-Concept in the Classroom by Confield and Wells .Resource persons, e.g., counselor, school psychologist, mental health worker, peer counselor, etc..	Each student will describe how he/she uses his/hers present personal strengths in planning an activity.
1. The teachers might want to allocate 2 or more class periods to helping students acquire planning skills. Start the day by explaining what a goal is: 1. "I want to_____ (get better grades in . . .	.Hemet Unified School District's ESEA Title III Project FAR .Career Exploration Folder .Filmstrip on "Planning" .Life Career Games .Deciding .SAAS	Each student will identify the components of a plan.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.11 (cont.)		.Alternate strategies .Strategies chosen .Task & Time line .Evaluation

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) get a paying job . . . make more friends . . .) 2. A realistic outcome is . . . (Raise my grade 1 letter make $30.00 Acquire 3 new friends) 3. I am: interested in _____ Value _____ Good at _____ 4. Alternative strategies (The teacher is encouraged to put students in groups of 4 for brainstroming strategies for each student's goals. When a student reads his goal, the other 3 students will offer as many strategies they can think of while the student writes them down. Allow enough time for each student to receive suggestions from the other group members. 5. Choosing strategies (The students will be instructed to choose the methods on how they will meet the goal) 6. Task/Time line (The student will identify what task he will do and when it will be done, e.g., set a study schedule by Monday, October 14; Apply for 5 jobs by _____; I will identify 3 people I want as friends by_____; . . .; etc.) 7. Evaluation (What evidence will be needed to know he/she has achieved his/her goal/outcome, e.g., a better grade, money, spending more time with new friends).	.Choice or Chance .Curriculum Guides on planning .Group Leadership: A Manual For Group Leaders.	

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.12	Carry a strategy through to a goal fulfillment.	Soc. Stds. Guidance	.Exploring carrying through on a plan.
1.5.13	Complete a ninth grade educational plan that matches his/her goals.	Soc. Stds. Guidance	.Planning a course of study that matches his/her personal characteristics and career goals (educational, occupational, recreation goals).

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher will review each student's plan, finished in 1.5.11 with the student to make suggestions and to appreciate his/her established goal. 2. After each student has been met with individually, the class will be assigned to fulfill the goals under the following format. Teacher 1. Audits plans 2. Audits progress reports 3. Monitors progress 4. Validates goal achievment evidences 5. Helps students when needed Student 1. Produces plans 2. Produces progress reports (suggest 1 day per week) 3. Implements plans 4. Produces evidence of goal achievment 5. Requests help when needed The teacher will need to establish time lines on when to have students turn in and/or report their progress and will need to establish time to meet with students to validate and appreciate their results verifying their outcomes and three goal achievments.	.The assignment in 1.5.11 .Resource, persons, counselor/school psychologist/peer counselors.	Each student will produce evidence of reaching his/her goal (See 1.5.11)
1. The teacher will want to 1) schedule time for each student to complete his/her Career Exploration Folder 2) schedule time for the high school	.Career Exploration Folder .High School Student Handbook .High School Counselor .Career Resource center materials	Each student will complete his/her Career Exploration Folder

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL 7-8

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.B (cont.)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) counselors to assist each student in selecting available courses that match his/her tentative educational goals.		

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING

BOOKS

A Person Is Many Wonderful, Strange Things
Pennant Educational Materials

Adventures in the Looking-Glass Experiencing Yourself and Others
Sharon A. Ratliffe and Deldee M. Herman
National Testbook Co.
1972

Career Education in Appalachian Maryland
Maryland State Department of Education
1974

Career Education Program Vol. II
Houghton Mifflin

Career Exploration and Planning
Houghton Mifflin

Career Education Survival Manual
Lakeshore Curriculum Materials Co.

Careers: Exploration and Decision
Jack L. Rettig
Prentice-Hall, Inc.
1974

Clarifying Values Through Subject Matter
H. Harmin, Kuschenbaum, and Simon
Adirondack Mt. Humanistic Education Center
1973

Composition for Personal Growth: Values Clarification through Writing
Pennant Educational Materials

Comprehensive Career Education System, Curriculum Development Model K through 12
Learning activities in all subject areas
Educational Properties

Deciding
Leaders Guide and Student Book
College Entrance Examination Board
1972

Environmental Control
Choosing Your Career
1974

Eye to the Future
Stanwix House

Fuzzies, A Folk Fable for All Ages
Richard Lesser
Argus Communications
1971

I am Loveable and Capable
Simon
Argus Communications

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else
Campbell
Argus Communications

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 2)

BOOKS (con't)

Jobs in Agriculture
Robert Houlehen
Lothrop, Lee and Shepard
1974

Jobs in Business and Office
An Exploring Careers Book
James Hoskins
Lothrop, Lee & Shepard
1974

Jobs in Construction
An Exploring Careers Book
Arthur Libers
Lothrop, Lee and Shepard

Jobs in Manufacturing
An Exploring Careers Book
Robert J. Houlehen
Lothrop, Lee and Shepard
1974

Jobs in Marketing and Distribution
An Exploring Careers Book
Elvajean Hall
Lothrop, Lee & Shepard

Jobs in Public Service
Exploring Careers Book
Calvin and Beatrice Criner
Lothrop, Lee and Shepard
1974

Jobs in Recreation
Exploring Careers Book
Arnold Dobrin
Lothrop, Lee & Shepard
1974

Meeting Yourself Halfway
Simon
Argus Communications

Making Value Judgements: Decisions for Today
Charles E. Merrill Publishing Co.
1972

Self-Actualization
Valett
Argus Communications

The Dynamics of Group Discussion
Arlin
Argus Communications

Why Am I Afraid To Tell You Who I Am?
Powell
Argus Communications

Winers and Losers
Argus Communications

Your Aptitudes
Robert Pease
McGraw-Hill Book Co.
1973

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 3)

COMPUTER PROGRAMS

CVIS - Computerized Vocational Information System
Huntington Beach Union High School District

CASSETTE TAPES

Effective Communications
Schrank
Argus Communications

Interpersonal Communications
Schrank
Argus Communications

Making Sense of Our Lives, Value Cassettes
Harmin
Argus Communications

FILMS

Applying for a Job
Careers in the Office Series
Encyclopedia Britannica Educational Corp
1971

A City Awakens
Churchill Films
1971

A Time of Changes
Whatcha Gonna Do
Encyclopedia Britannica Educational Corp
1973

Because It's Just Me
Encyclopedia Britannica Educational Corp
1973

Choosing Changes
Agency for Instructional Television

Planning Ahead: The Racer
Agency for Instructional Television

The Working World
Welcome to the Working Worlds
On The Move
The First Step
People to People
We, the People
Helping Hands
The Organizers
The Marketeers
People and Things
At Your Service
Culture and Conscience
Earth People
The Foodmakers
Good Time People
Counselor Films, Inc.

175

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 4)

FILMS (con't)

Why Work
Vocational Films
Houghton Mifflin
1973

FILM LOOPS

Find Yourself, Then Your Job
Doubleday Multimedia

FILMSTRIPS

A Better You Series
McGraw Hill Book Co

Career Directions: High School as a Tryout
Guidance Associates

Career Discoveries
Guidance Associates

Career Education Clusters
Westinghouse Learning Corp

Consumerland: How High the Mountain Do Things Really Make Us Happy?
Argus Communications

Faces of Man
Speaks in Expressions, Looks, & Smiles
Argus Communications

Feelings and Thoughts
How Do You Make Decisions?
Argus Communications

Foundations for Occupational Planning
Singer/SVE

Friendly and Hostile
Understanding Inner Space
Argus Communications

Fuzzies
A Story About the Shortage Frenzy
Argus Communications

It's Your Future
Eye Gate

Keys - Career Exploration
Science Research Associates

Let's Get Organized
Discovering Your Potential
Argus Communications

Livelyhoods - Careers for Your Lifestyles
Houghton Mifflen Co.
1974

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 5)

FILMSTRIPS (con't)

Making the Most of Your Talents
Guidance Associates
1975

Man the Man
Argus Communications

Perception
Do You See What I See?
Argus Communications

Roles and Goals
(Answers to Questions like, "Who Am I" and "What Am I?" Don't Come Easily
Argus Communications

Selecting a Vocation
Coronet

Striking It Rich!
What Does It Mean to Be Rich?
Argus Communications

Technology: Master or Slave
Are Machines Running Us or Are We Running the Machines?
Argus Communications

The Ialac Story
An Allegory on the Classical Put-Down
Argus Communications

The New American Farmer
Eye Gate

The Wonder of It All
Argus Communications

Truth or Consequences
Argus Communications

Who Are You
Guidance Associates
1973

You Have to Want Something
Argus Communications

Your Working Future
Encyclopedia Brittanica Educational Corp

GAMES AND SIMULATIONS

Can of Squirms
Pennant Educational Materials

Career Awareness Program
King Features Education Division
1975

Career Games
Educational Progress

Career Insights and Self-Awareness Games
Six Games
Houghton Mifflin

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 6)

GAMES AND SIMULATIONS (con't)

Exploring Career Interests
Science Research Associates
1975

Gamebook Series
Chronicle Guidance Publications
1976

Generation Gap
Social Studies School Service
1969

Grow Power
Eileen Koper Binder
Educational Activities Inc.
1974

Cruel Cruel World
Pennant Educational Materials

Match Wits
Pennant Educational Materials

My Cup Runneth Over
Pennant Educational Materials

Tell It Like It Is - The Ungame
Au-Vid Inc.

Timao - A Value Game
Progressive Playthings, Inc.
1971

Value Bingo
Pennant Educational Materials

MEDIA KITS

Career Awareness Program
Oidma

Deciding for Myself
Pennant Educational Materials

Decision Making for Career Development
Science Research Associates
1975

Dimensions of Personality
Search for Meaning
Pflaum/Standart

Discovery: A Career Education Program
Scholastic Book Services

Making Sense of Our Lives
Harmin
Argus Communications

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 7)

MEDIA KITS (con't)

People Who Create Art
Guidance Associates
1972

People Who Influence Others
Guidance Associates

People Who Make Things
Guidance Associates
1972

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates
1972

The World of Work Series
Getting a Job
On the Job
Cross Vocational Skills
Educational Disign Inc.
1970

MICROFORM

VIEW - Vital Information for Education and Work
Orange County Department of Education
Latest Edition

PRINTED MEDIA, NON-BOOK

Career Development Through English Experiences
Minnesota Department of Education
1974

Career Education Digest
Educational Properties, Inc.

Career Education Starter Manual
Lakeshore Curriculum Materials

Career Exploratory Kit
Careers Inc.
1975

Career Guidance Needs Assessment Survey
Maryland State Department of Education

Career World
Curriculum Innovations, Inc.

Let's Talk About It
Mesa Public Schools

Good Times Box
Ogle and Menuey (Activity Cards)
Pennant Educational Materials

Making Sense of Our Lives
Process Posters
Harmin
Argus Communications

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 8)

PRINTED MEDIA, NON-BOOK (con't)

Motivational Posters
Chronicle Guidance Publications, Inc.

The Job Box - Pacemaker Vocational Resource Module (70 eight-page booklets)
Fearon Publishers
1974

Introducing Career Concepts
Series 1 and 2
Science Research Associates
1975

Occupational Awareness Min-Briefs
Lists of Careers that relate to course study

TEACHER'S GUIDE

Career Education Curriculum Bulletins
Fountain Valley School District

Career Education Infusion Units
Orange County Consortium
1973

Career Education - Plans and Programs of the States
Chronicle Guidance Publications
1976

Career Elementary Units
Cobb County Public Schools

Career Planning Program
Houghton Mifflin
1974

Deciding
Student Book and Leader"s Guide
College Entrance Examination Board

Guide for Integrating Career Development into Local Curriculum
Charles A. Jones Publishing Co.

Making Value Judgements: Decisions for Today
Pennant Educational Materials

Sim-Series 1 Game
California Learning Simulations

Why People Perform Serivces
American Institutes for Research
1975

The Yellow Brick Road - Source Book of Career Guidance Strategies
Florida State University
1975

RESOURCES

GRADE LEVEL 7-8 1.0 CAREER PLANNING AND DECISION MAKING (page 9)

TESTS AND MEASUREMENTS

Analysis of Personality Survey
Gardner
Pennant Educational Materials

Assessment of Career Development
Houghton Mifflin

Career Planning Program
Houghton Mifflin

Inventory of Values
Murphy
Pennant Educational Materials

Job-O
Career Materials

Kuder "E" General Interest Survey
Science Research Associates

Perception of Values Inventory
Simpson
Pennant Educational Materials

School Interest Inventory
Houghton Mifflin

Work Values Inventory
Super
Houghton Mifflin

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.1 Demonstrate knowledge of how out-of-school experiences can improve one's capabilities in school.	All areas	Learning that goes on outside-of-school can be transferred to school curriculum.
2.1.2 Demonstrate awareness of the relationship between desire to learn and learning experiences.	All areas	More is learned when motivated to participate in a variety of learning experiences both in and out of school.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have students share their hobbies on a special sharing day. 2. Have students participate in recreational activities. 3. Have the students make use of the city library on a regular basis. 4. Direct the students attention to the a) Boys/Girls Clubs b) YMCA/YWCA c) Scouting programs.	Recreation Department City Library Boys/Girls Clubs YMCA/YWCA Scouting Program Volunteer Work Paper Routes Television Hobbies	Each Student will identify (3) outside school experiences that has helped him in his/her school work.
1. Discuss how to use the library. 2. Discuss how to locate and use reference materials. 3. Discuss the differences between the nation's colleges and universities. 4. Train them on how to take notes. 5. Discuss fun experiences which are never thought of as learning experiences but which are.	R.O.P.E. College Catalogs City Library Guide to Periodic Literature Filmstrips on: Motivation Values Study Skills Who Am I "Life Career Games" by Palo Alto Unified School District Game "Tell It Like It Is"	The student will identify the characteristics of a student who shows a desire to learn.
6. Have students discuss in small groups of 4 to 6 "Why some persons learn more than others" and/or "When do I like to learn".		

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.3 Demonstrate awareness of the importance of school subject mastery for given occupations.	All Areas	Given occupations demand certain subject mastery.
2.1.4 Identify the congruence of the student-teacher relationship with the employee-supervisor relationship.	All Areas	Following directions from authority figures, communicating with authority figures, and getting along with authority figures are similar. Employee does work required and is managed by supervisor--student does work required and is managed by teachers.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Construct a chart showing a list of 10 California Colleges and their A. Grade point requirement; B. Language requirement; C. Science requirements D. English requirement. 2. Divide the class in groups of 4. Each group of 4 will design a presentation on 1 occupation that demands mastery in 1 or 2 subjects. They will complete the presentation with encouragement to use slides, overheads, and/or taped interviews with a worker.	. Career World . Dictionary of Occupational Titles . Career Briefs . Chronicle Guidance Career Briefs . SRA Occupational Educational Kit . CVIS	Given a list of occupations each student will identify the school subjects necessary for successful employment.
1. List as many ways as possible that a student is like an employee and a teacher is like a supervisor. How many ways are they different? What are these things? 2. Set up a company in the classroom. Appoint executives and managers and workers rotating so each has a chance to play each role. After the simulations have students report their feelings about each role with the teacher listing similarities and differences.	. Work-experience handbook from the High School District office. . Group Facilitator Handbook.	Student will describe similarities between employer-employee and student-teacher roles.

COMPONENT EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.5	Express that proficiency in certain subject areas is necessary to enter certain occupations.	All Areas	Entry level job requirements.
2.1.6	Demonstrate knowledge that different types of educational preparation are required for various occupations.	All Areas	Many training routes available. On the job training. Community college Apprenticeship 4 Year college/university education. Private Schools Combination of 2 or more of the above.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Take students to Career Resource Center or check out material and take to classroom. Assign each student 3 occupations to research entry requirements. 2. Discuss the various levels of education and how completion of these levels influence the number of job openings available. 3. Have the students correlate the number of years of education vs. a list of certain occupations and the average beginning salary in a bar or straight line graph.	. Occupational Outlook Handbook Quarterly. . Career World . SRA Occupational Exploration Kit. . CVIS . Worker-Trait descriptions. . HBUHS Curriculum Guides. . Career Resource Center materials.	Each student will identify 3 occupational choices and list the entry requirements for each.
1. Compose a list of occupations which take the most education. Further divide the list into speciality branches and from the information construct a bar graph and/or chart that plots job to educational time requirements. 2. Discuss the various levels of education and how completion of these levels influence the number of job openings available. 3. Students can prepare an interview form on questions they think will be appropriate for workers to answer. Each can be assigned to interview a community worker, parents and/or a neighbor. Or, guest speakers can be scheduled for talking to the interview questions.	. Career World . Occupational Awareness . Occupational Outlook Handbook . Occupation Briefs . Dictionary of Occupational Titles . VIEW . CVIS . SRA--Occupation Exploration Kit	Each student will match occupation with types of educational experiences.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.7 List the performance demands posed by various occupations.	Soc. Stu. English	Physical demands. Intellectual demands. Social demands. Time demands

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discuss the duties required by different occupations. 2. Have the students choose and research 5 occupations and then flow chart all the duties and responsibilities for those 5 occupations. 3. Play various classroom games such as Careers, LIFE, Monopoly, etc. 4. Conduct a survey of a population (Parents, neighbors, friends, etc.) in relation to the duties and responsiblities of their jobs. (Questions might include: "What are your major duties?" "How much time do you spend on your job?" "If you were sick for a month and unable to work, how would your absence affect your fellow employees?" "What or who are you directly responsible for (or to?)" "What is the pace of your job?" "What are its advantages? (Disadvantages?") With the results of the above, design a graphic representation depicting the information.	, ROPE . Maryland Careers Plan . Careers game . Monopoly . Promotion . Success . Life game . Career World . Occupational Awareness . Film, "Careers of the 70's"	Each student will identify the performance demands of the 3 occupations of his/her choice.

COMPONENT 2.0 GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.8 Relate his/her goals (needs) to his/her school subject achievements.	Soc. Stu.	Setting goals. Identification of needs.
2.1.9 Identify tentative subjects he/she wants to master.	Soc. Stu.	Setting goals. Identifying needs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Each student will write an autobiography including future plans and goals and how subject achievements already attained will influence those goals. 2. Participate in a "This is Your Life" type program where a scrap book is compiled of some other classmates to include photos, special events or high light material etc. Scrap books can then be shared by the whole class. 3. Make a collage "About Me". 4. Give an oral presentation on personal interests, skills, talents or desires. 5. Complete Career Planning folder.	. School elective and interest center program. . Course outlines. . Career Resource Center Motivational and values games and materials.	Each student will identify a subject he/she wants to master and will complete a plan on how he/she plans to achieve the desired outcome.
1. Provide exposure to a number of unique learning experiences. a) Electives 1) Sewing 2) Cooking 3) Wood shop 4) Bike repair 5) Wood carving 6) Drama b) High Interest groups 1) Ceramics 2) Decoupage 3) Macrame 4) Auto shop 5) Printing 6) Geo-Art 7) Alegebra 8) Slide rule use. (cont)	. School elective and interest center program. . Course outline. . Career Resource Center Motivational and value games and materials.	Each student will identify a subject he/she wants to master and will complete a plan on how he/she plans to achieve the desired outcome.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.9 (cont.)		
2.1.10 Plan a tentative educational program that matches his/her career goals, self-knowledge and desired skill acquisition.	Social Studies	Planning

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2.1.9 (Cont) 2. Using the following format, have each student complete and place in his/her career planning folder. a. Set tentative career/personal goals. b. Identify needs (to improve and/ or master.) c. Determine outcome. d. Determine strategies to achieve outcome. e. Evaluation strategies.		
1. Please see learning activity #1 from the competency directly before this one. 2. Discuss what is required in setting up certain career goals. 3. Have students plan a tentative long-range educational program that agrees with their career goals, knowledge and skill acquisition. 4. Complete Career Planning Folder.	College Catalogs ROPE Career World High School Curriculum Booklet Career Planning Folder Career Resource Center Materials	Each student will complete a tentative educational plan that matches his/her career goals, self-characteristics and desired skill acquisition.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.2 THERE IS A WIDE VARIETY OF OCCUPATIONS WHICH COULD BE CLASSIFIED IN SEVERAL WAYS.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.2.1 Recognize that occupations are classified in a number of ways.	Guidance	D.O.T. Worker-Traits Career Clusters Alphabetical
2.2.2 List some characteristics of two or more classification systems.	Guidance	Occupational information seeking skills.
2.2.3 Express how a classification system can help him/her by finding potential occupations that match his/her personal characteristics.	Guidance	D.O.T. Classification numbering system Worker-Trait Grouping

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The Career Counselor or Career Technician can be invited to describe various systems of occupational classifications. 2. The presentor will discuss the purposes of various classification systems and how to use them. 3. The class should then proceed to the Career Resource Center to have a hands on experience on how to use the classification system 4. Write a job classification system on the board and ask students, using the career lists you provide, to list under each job classification heading, the appropriate occupation title. A particular occupation may fit under one or more job classification.	. Self Appraisal and Assessment Structure -- Stanley Ostrom . SRA Survey of Personal Values . SRA Survey of Interpersonal Values . Dictionary of Occupational Titles, U.S. Dept. of Labor . Occupational Exploration Kit (SRA) . Occupational Outlook Handbook . Chronicle Guidance Career Kits . VIEW . AIR "Module on "Career Resource Center Technician"	Each student will identify ways of classifying occupations.
1. Study the job classifications presented by the Bureau of Labor Statistics	. Dictionary of Occupational Titles . Occupational Outlook Handbook . Issacson, S. Occupational Information . SRA - Occupational Exploration Kit . VIEW . Chronicle Guidance VIEW Deck	Each student will list three characteristics of two job classification systems.
1. Student will take and interpret one of the following: Kuder Vocational Interest Survey, the California Occupational Preference or the Ohio Vocational Interest Survey.	. Career Planning Folder . Career Resource Center Technician . Counselor . Career Resource Center	Each student will develop a chart that matches his/her personal interests with a potential occupation and enter the chart in his/her Career Planning Folder.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.2 THERE IS A WIDE VARIETY OF OCCUPATIONS WHICH COULD BE CLASSIFIED IN SEVERAL WAYS.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.2.3 (cont'd)		
2.2.4 Formulate a plan for exploring a tentative career choice using one or more classification systems.	English Social Studies Guidance	Occupational Information Seeking Skills

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. The teacher might request the Career Specialist to work with the class. The specialist should prepare a handout for the students on the D.O.T. classifications. Then assigning each student an occupation or letting him/her choose one, the class will visit the Career Resource Center. Each student will look up data on the occupation he/she has chosen or has been assigned. After the desired information is noted, the class returns with each student reporting his/her findings in a small group situation.		
1. Write letters to relevant training institutions, personnel directors, and potential employers. The information should be used to formulate individual career plans. 2. Student will write for plans for obtaining education and training in one career area of interest to him/her. The teacher will briefly instruct the class on planning skills. The class will then be instructed to prepare a plan on "how to get a job." 1. Name of occupation 2. D.O.T. title and number 3. Worker-trait classification 4. Description of tasks 5. Where are local opportunities for potential employment	. Career Planning Folder . Dictionary of Occupational Titles . Occupational Outlook Handbook . Deciding . Career Resource Center Technician . Career Counselor	Each student will possess a tentative plan on how to learn more about a specific occupation.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.2 THERE IS A WIDE VARIETY OF OCCUPATIONS WHICH COULD BE CLASSIFIED IN SEVERAL WAYS.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.2.4 (cont'd)		
2.2.5 Identify from a classification system more than one occupation that matches his/her personal characteristics.	Guidance	Worker-Trait Groups D.O.T.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont'd) 6. Go and observe a worker doing similar work. 7. Prepare resume 8. Practice job interview 9. Get employment application and practice filling it in. 10. Go apply for employment 11. Each student will tell the class about his/her experience.		
1. The teacher will begin class by defining interests. After allowing time for discussions, divide the class in groups of five. Give each student a small piece of paper (5"x5"). Instruct each student to list five interests he/she has. After listing, each will tell his/her group members what his/her interests are. After this, have the Career Resource Center Technician (or the teacher can do it) come and administer the JOB-O. When everyone is finished take the class to the career resource center. The students are then asked to enter their findings in their Career Planning Folder. Following this, each student shall look up in the available materials, information on the occupation of his/her choice noting: 1) Skills required for entry 2) Education required, and 3) school subjects which will help them gain employment.	. Occupational Outlook Handbook . Dictionary of Occupational Titles . JOB-O Inventory . Kuder Interest Inventory . Career Planning Folder . Career Resource Center materials . CVIS	Each student will name three occupations from within one classification system that match his/her personal characteristics.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.1 Identify the different leisure skills utilized by differing age groups.	Soc. Stu. English Guidance	Leisure skills are learned and refined with age.
2.4.2 Identify relevant leisure activities common to differing life styles.	Soc. Stu. English	Life styles as living on a farm, at beach, in city, and life styles related to having enough money and/or enough time may have different leisure activities.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Obtain a recreation Dept. Brochure and ask students to identify which activity would be best done by which age group. 2. Have the students list as many leisure activities that they are engaged in now that they did 5 years ago. Have them evaluate each other on the ways that they have improved their leisure skills. Does physical ability have much to do with leisure skills? If so, how much? Does mental ability have much to do with leisure skills? If so, how much?	1. Resource speakers from high school, college parents, retired persons. 2. Films on sporting events.	Each student will write up interviews with one person from each of four different age groups (13-15, 16-19, 20-25, 26--)
1. Have student identify leisure activities he/she enjoyed when he/she was younger, those he/she enjoys now and those he/she sees as being enjoyed later on in life. 2. Have students identify common leisure activities of various cultural, age, sex groups and levels of occupations. 3. Have students compare leisure activities for both sexes. Have them look for correlations and differences. 4. Have the class conduct a poll as to the most popular leisure time activity and construct a top ten bulletin board with related occupations that can enhance the desired life style.	1. Guest speakers from different levels/locations of life styles. Teachers can be good resources as can parents and community members.	Each student will present himself in a role play as a farmer, business executive, "hippy", and/or a Broadway chorus girl.

COMPONENT 2.0 EDUCATION, WORK, AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.3 Express an understanding of his/her past leisure skills in relation to his/her present leisure activities.	Soc. Stu. English Guidance	We are in constant change by acquiring new skills and new interests.
2.4.4 List his/her present leisure needs and wants.	English Soc. Stu. Student Activities	Persons need leisure activities.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have students discuss the leisure activities he/she used to do and how they are used for present leisure skills. 2. Have the students list as many leisure activities that they are engaged in now that they did 5 years ago. Have them evaluate each other on the ways that they have improved their leisure skills. Does physical ability have much to do with leisure skills? If so, how much? Does mental ability have much to do with leisure skills? If so, how much? 3. Have the students list leisure activities that they used to engage in but no longer enjoy doing. Write or discuss why they don't enjoy them any more.	1. Filmstrips on "Who Am I?" 2. Value Clarification exercises in Value Clarification, Group Facilitator Handbook.	Each student will express his/her understanding in a small group discussion group or can prepare a written report.
1. Have each student make a list of their most important leisure needs and most important leisure wants. Discuss how their wants and needs might differ. 2. Have the students list leisure activities that they used to engage in but not longer enjoy doing. Write or discuss why they don't enjoy them any longer.	1. Counselor, School Psychologist. 2. Career Planning Folder.	Each student will list present leisure needs on a from provided for by the teacher.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.5 Create a plan that demonstrates a balance of work, school and leisure time allocations.	English Soc. Stu.	Planning
2.4.6 Demonstrate use of leisure skills in one or more school related activities.	Soc. Stu. English Student Activities	Leisure skills can be used in school activities.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have the class separate into working groups. Discuss the problems and requirements entailed in planning a balance between work, school, and leisure time allocations. Then have each group devise a plan in chart form to incorporate a successful school curriculum with house chore assignments and still leave room for adequate leisure time activities. Stress eating time, sleeping, grooming, travel time etc. The plan could be as detailed as the group wishes but definitely not in general.	1. Weekly time schedules. 2. Daily time schedules. 3. Diary making. 4. Life Career Games by Palo Alto Unified School District. 5. Career Decision Making by Anna Miller-Tiedeman. 6. Deciding, by CEEB. 7. Career Planning Folder.	Each student will present plan showing balance of school, work, and leisure time.
1. Students will be scheduled to participate in one or more school activities which might include 1) Running for student council 2) Being a campaign manager for someone running for student council. 3) Participating in a school team sport. 4) Participating in a PTO or a PTA meeting. 5) Particpating in a cross-age tutoring or peer counseling program. 6) Belonging to a special interest group.	1. School activity list. 2. School special interest group lists. 3. Parks and Recreation brochures.	Each student will give a demonstration speech exhibiting how he/she employs one leisure skill in the school setting.

COMPONENT 2.0 EDUCATION, WORK AND LEIUSRE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.1	Describe training routes for occupational skill mastery in a given career cluster.	Social Studies Guidance English	Different training routes for the same career/occupation: four-year college/university; community college, apprenticeship programs; on-the-job training; private trade schools; U.S. Armed forces; hobbies/leisure activities; and, correspondence programs.
2.5.2	Demonstrate knowledge of the different training routes available for jobs that require continual upgrading.		On-the-job training Adult School Evening classes at community college or four year college Correspondence school

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher and/or career counselor will ask students to pick a career option. They will be taken to the Career Resource Center where they will have to search out training routes that are available for the occupation/career of his/her choice. 2. The teacher can have slides/pictures of the different training options. Using these as base, the class will be divided into groups of six or seven. Each group will be asked to prepare an oral report with whatever visual aids they can put together. The uses of slides, video tape and/or art are recommended.	.University/college brochures .Community college brochures .Apprenticeship materials .U.S. Armed Forces materials .On-the-job training materials (Edison, Phone, Gas Companies, etc.) .Private school brochures .Career Resource Center .Materials related to training routes	Each student will write a descriptive paragraph on each training route.
1. The teacher will address the class as to how do persons get promoted or why do some jobs pay more than others. This needs to be followed by one of the career cluster films which shows unskilled to professional occupations. After students realize learning is continual, the class will then brainstorm ways that a worker can continually upgrade his/her skills (doctor, lawyer, policeman, crane operator, truck driver, teacher, etc). Using some of the ways as a base, the teacher may ask the Career Counselor/Technician to provide older models (21-26 years of age if possible) to have in the room for students to ask questions of.	.Become an Apprentice or on-the-job Trainee, California Agricultural and Services Agency - Division of Apprenticeship Standards, 455 Golden State Ave., San Francisco 94102 .Apprenticerly News (see #1) .Craftsmanship through Apprenticeship (see #1) .Occupational Outlook Quarterly, U.S. Dept. of Labor .The National Guidance Handbook - SRA .American Trade School Directory - Croner Pub., Inc. .Contact UAW, Teamster, UFW, AFL-CIO, UMW.	Name three training routes available for one occupation that requires continual upgrading.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.3	Define and give examples of apprenticeship, community college, university, trade school, union, on-the-job training, work experience, and exploratory work experience.	Guidance Social Studies	Knowledge of training options
2.5.4	Describe the skill levels in a given career area.	Social Studies Guidance	Relationship between occupational level and salary received.
2.5.5	Demonstrate knowledge that many jobs require a continuous upgrading of skills and many jobs phase out of existence.	Social Studies Guidance	Advancements in technologies causes workers to continue to learn and advancements in technology phase out many occupations.
2.5.6	Identify training routes that might fit his/her characteristics.	Social Studies Guidance	Skills, values, interest play an important role in selecting a training route.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The Career Counselor or Career Technician or peer counselor will have the students define and give examples of apprenticeship, community college, university, trade school, union, on-the-job training, work experience and exploratory work experience.	.Career World .Occupational Outlook Handbook .High School Work Experience Handbook .Community College and College Catalogs .VIEW .Occupational Briefs .SRA Occupational Exploration Kits	Each student will name one job obtainable through apprenticeship, one job available through an A.A. degree, one job available through a university education, and one job available through on-the-job training.
1. Have students find out the common rates of pay for different skill levels within a particular career cluster, i.e., for the business area, students could examine the salary levels of a shipping clerk, a bookkeeper, a sales representative and a manager.	.VIEW .Dept. of Labor Occupational Briefs .Newspaper help wanted sections .Guest speakers .Local youth employment coordinator	Take one career area and describe the skills difference between 3 different jobs in that career area and then compare the salaries of each.
1. The teacher will take the class to the Career Center and have them identify a number of occupations which require continuous upgrading. Also the students can identify a number of jobs which existed 10 years ago but no longer exist.	.Occupational Outlook Handbook .Dictionary of Occupational Titles .Guest speakers representing unions and/or local electronics firms	Each student will identify 3 occupations which require continuous upgrading of skills, and identify three jobs which existed 10 years ago but no longer exist.
1. The career counselor, career technician, peer counselor and/or teacher will assist students in the Career Resource Center elect a tentative career/occupation, then using his/her characteristics, select one or more optional training routes he/she would consider.	.Career World .Occupational Outlook Handbook .High School Work Experience Handbook .Community College and Coll. Catalogs .VIEW .Occupational Criefs .SRA Occupational Exploration Kits	Each student will complete a form prepared by the teacher. The form might contain: 1)Career/Occupational option 2) Interests 3) Skills 4) Values %) Training Routes

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL 7-8

MAJOR OBJECTIVE 2.5 THERE ARE MANY TRAINING ROUTES TO JOB ENTRY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.7 Express how his/her own flexibility helps in adapting his/her skills to changing job conditions.	Social Studies Guidance	Worker-trait groups
2.5.8 Formulate an educational plan that matches a tentative career plan.	Social Studies English Guidance	High School Plans

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Have the students describe how their own flexibility helps in adapting their skills to changing job conditions. 2. Have the students describe what would happen or what they would do if their job were abolished. 3. Have an unemployed aeronautics engineer give the class a lecture.	.Career Center .Dictionary of Occupational Titles .Occupational Outlook .Community Resource Handbook .VIEW .Occupational Exploration Kit .Chronicle Guidance VIEW .JOB-O	Each student will describe what he/she would do if his/her job were abolished and record in his/her Career Planning Folder.
1. The Career Counselor and teacher will have the students, using the Career Center, plan their high school education such that it matches a tentative career selection and their personal characteristics.	.Career Planning Folder .High School Course Description Book .Life Career Gaines .Deciding .Career Decisions by Anna Miller-Tiedeman	Each student will complete an educational plan that matches his/her career/occupational options and matches his/her interests and abilities. This will be recorded in his/her Career Planning Folder.

RESOURCES

GRADE LEVEL 7-8 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

BOOKS

Business and Office
Choosing Your Career
1974

Career Education Program Vol. II
Houghton Mifflin

Career Exploration and Planning
Houghton Mifflin

Clarifying Values Through Subject Matter
H. Harmin, H. Kuschenbaum & S Simon
Adirondack Mt. Humanistic Education Center
1973

Comprehensive Career Education System
Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

Concise Handbook of Occupations
J. Costello and R. Wolfson
J. G. Ferguson Publishing Co
1974

Curriculum Careering: A Career Education
Gamebook
Chronicle Guidance Publication, Inc.
1974

Deciding
College Entrance Examination Board
1972

Exploring Careers in Child Care
McKnight Publishing Co.
1974

Finding Your Job
Finney Co.

Handbook of Job Facts
Science Research Associates

Jobs in Agriculture
Robert Houlehen
Lothrop, Lee and Shepard Co
1974

Jobs in Business and Office
An Exploring Careers Book
James Hoskins
Lothrop, Lee and Shepard Co.
1974

Jobs in Communications
An Exploring Careers Book
Edward Wakin
Lothrop, Lee & Shepard
1974

RESOURCES

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BOOKS (con't)

Jobs in Construction
An Exploring Careers Book
Arthur Libers
Lothrop, Lee & Shepard

Jobs in Fine Arts and Humanities
An Exploring Careers Book
Melvin Burger
Lothrop, Lee & Shepard
1974

Jobs in Health Care
An Exploring Careers Book
Stanley L. Englehardt
Lothrop, Lee & Shepard
1973

Jobs in Manufacturing
An Exploring Careers Book
Robert J. Houlehen
Lothrop, Lee and Shepard Co
1974

Jobs in Marketing and Distribution
An Exploring Careers Book
Eluajean Hall
Lothrop, Lee and Shepard Co

Jobs in Public Service
An Exploring Careers Book
Calvin and Beatrice Criner
Lothrop, Lee & Shepard
1974

Jobs in Recreation
Exploring Careers Book
Arnold Dobrin
Lothrop, Lee & Shepard
1974

Jobs That Help the Consumer and Homemaker
Exploring Careers Book
Bilda Berger
Lothrop, Lee & Shepard Co.
1974

Jobs That Save Our Environment
Exploring Careers Book
Melvin Berger
Lothrop, Lee & Shepard
1973

Occupational Outlook Handbook
U. S. Dept. of Labor
Bureau of Labor Statistics
Latest Edition

Making Value Judgements: Decisions
for Today
Charles E. Merrill Pub.
1972

National Guidance Handbook: A Guide
to Vocational Education Programs
Science Research Associates
1975

RESOURCES

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BOOKS (con't)

New Rochester Occupational Reading Series - The Job Ahead
Science Research Associates

What Does A Peace Corps Volunteer Co?
David Lavine & Ira Mandelbaum
D. Mead & Co.
1964

CASSETTE TAPES

Career Clusters Cassette Program
Lakeshore Curriculum Materials

Career Tapes
McMillan Library Services

Working in the Real World Cassette Series
Lakeshore Curriculum Materials

COMPUTER PROGRAMS

CVIS - Computerized Vocational Information System
Huntington Beach Union High School District

FILMS

Choosing Changes
Agency for Instructional Television

Getting Ready (Whatcha Gonna Do?)
Encyclopedia Britannica Educational Corp
1973

Let's Get To Work
Encyclopedia Britannica Educational Corp.
1973

Planning Ahead: The Racer
Agency for Instructional Television

The Working World
Counselor Films, Inc.

To Be Growing Older
Circle of Life Series
Billy Budd
1973

FILM LOOPS

A Career That Moves
Doubleday Multimedia

Appliance Servicemen
Job Opportunities Series
Encyclopedia Britannica Educational Corp
1970

RESOURCES

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FILM LOOPS (con't)

Bricklayers
Job Opportunity Series
Encyclopedia Britannica Educational Corp.
1970

Careers in Aerospace
Eye Gate

Careers Series
Agribusiness
Clerical
Communications
Construction
Education
Government Services
Health Services
Leisure Industries
Mechanical
Sales
Services - General
Technicians
Each film loop purchases separately
Doubleday Multimedia

Cooks & Chefs
Job Opportunity Series
Encyclopedia Britannica Series
1970

Find Yourself, Then Your Job
Doubleday Multimedia

Job Opportunities
Encyclopedia Britannica Educational Corp.

Making a Choice
Doubleday Multimedia

Operating Engineers
Job Opportunities Series
Encyclopedia Britannica
1970

Opportunities for Training
Doubleday Multimedia

Painters and Paperhangers
Job Opportunities Series
Encyclopedia Britannica Educational Corp.
1970

Skills for a Lifetime
Doubleday Multimedia

Technicians in a Changing World
Doubleday Multimedia

Women in Careers
Doubleday Multimedia

FILMSTRIPS

Are You Looking Ahead?
Eye Gate

RESOURCES

GRADE LEVEL 7-8 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 5)

FILMSTRIPS (con't)

Basic Office Practices and Procedures
Eye Gate

Better Choice, Better Chance: Selecting a High School Program
Guidance Associates
1975

Black Americans at Work
Coronet

Building Trade Workers
Eye Gate

Cabbages to Kings and Various Things (Retailing Industry)
Bowmar

Career Clusters and the World of Work
Educational Properties

Career Directions: High School as a Tryout
Guidance Associates

Career Discoveries
Guidance Associates

Career Education Clusters (Covering the 15 USOE Clusters)
Westinghouse Learning Corp.

Careers in Aerospace
Eye Gate

Compassion for People (Health Service Field)
Bowmar

Education for Occupations
Eye Gate

Exploring Careers, Group 1 - Communications and Transportation
Singer/SVE

Exploring Careers, Group 2 - Public Service and Health Occupations
Singer/SVE

Exploring Careers, Group 3 - Environmental Control & Marine Science
Singer/SVE

Exploring Careers, Group 4 - Consumer & Homemaking
Singer/SVE

Exploring Careers, Group 5 - Manufacturing & Construction
Singer/SVE

Exploring Careers, Group 6 - Hospitality & Recreation
Singer/SVE

RESOURCES

GRADE LEVEL 7-8 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 6)

FILMSTRIPS (con't)

Exploring Careers, Group 7 - Marketing/ Distribution & Business Office
Singer/SVE

Exploring Careers, Group 8 - Agribusiness & Natural Resources
Singer/SVE

Finding Your Job
Eye Gate

Foundations for Occupational Planning
Singer/SVE
1967

Hospital Job Opportunities
Eye Gate

It's Your Future
Eye Gate

Jobs for the Now Generation (Jobs for High School Students)
Bowmar

Jobs in Health Services
Coronet

Job Opportunities Now - Group 1
Singer/SVE

Job Survival Skills Filmstrips
Singer/SVE

Man Has Wings (Aerospace Careers)
Bowmar

Livelyhoods: Careers for Your Lifestyle
Houghton Mifflin

Medical Workers in the Community
Eye Gate

People Who Create Art
Guidance Associates
1972

People Who Influence Others
Guidance Associates

People Who Make Things
Guidance Associates
1972

People Who Organize Facts
Guidance Associates

People Who Work in Science
Guidance Associates
1972

Public Service Workers
Eye Gate

RESOURCES

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FILMSTRIPS (con't)

Selecting a Vocation
Coronet

The A.B.C.'s of Getting and Keeping a Job
Eye Gate

The Age of Electronics
Bowmar

The Money Tree
(Banking and Finance Careers)
Bowmar

The Nation's Builders
(Construction Careers)
Bowmar

The New American Farmer
Eye Gate

Your Working Future
Encyclopedia Britannica Educational Corp.

GAMES AND SIMULATIONS

Career Bingo Game
Popeye Career Awareness Program
King Features
1974

Career Games
Educational Progress

Expo 10: Exploring Career Interests
Science Research Associates
1975

Life Career
Western Publishing Co.
1969

MEDIA KITS

Career Development Laboratory
Educational Progress

Career Lab
Westinghouse Learning Press

Career Awareness Program
King Features

Desk Top Kits
Careers, Inc.

Discovery: A Career Education Program
Scholastic Book Services

Exploring Careers
Abt Publications

Job Experience Kit
Science Research Associates

Job Survival Skills Program
Singer/SVE

RESOURCES

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MEDIA KITS (con't)

Keys - Career Exploration
Science Research Associates

Introduction to Careers - Programs
McKnight Publishing Co.

VIEW - Vital Information for Education and Work
Orange County Department of Education

WORK - Widening Occupational Roles Kit
Science Research Associates

PRINTED MEDIA, NON-BOOK

California Occupational Guides
California Employment Development Department

Career Awareness Program
King Features
1974

Career Education Activities
Science Research Associates

Career Exploration Activity Cards
Lakeshore Curriculum Materials

Career World
Curriculum Innovations Inc.

Introducing Career Concepts Series 1 and 2
Science Research Associates
1975

Job Family Series
Science Research Associates, Inc.

Occupational OUtlook Reprint Series
U. S. Department of Labor

People Working Today
Janus Book Publishers

Popeye Career Awareness Library
Lakeshore Curriculum Materials

Teenage Jobs
Lakeshore Curriculum Materials.

POSTERS

Occupational Cluster Posters
Houghton Mifflin

TESTS AND MEASUREMENTS

Assessment of Career Development
Houghton Mifflin

Career Planning Program
Houghton Mifflin

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.1 Identify how personality and values will affect the degree of satisfaction in different jobs.	English Soc. Stds. Business Guidance	One occupational role affects one's attitude toward self, family, friends and community.
3.1.2 Express how academic, interpersonal and communication skills relate to job choices.	English Soc. Stds. Guidance	Worker-trait groups.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can use a series of worker profiles (a gardener, grocery clerk, a nurse, small business owner, politician, lawyer) to talk about various personality factors and values. The class should then be divided up into small groups of four. They can be assigned to construct a panomine on two occupations for one person using the same personality factors and values. One occupation should be selected that matches and one selected that doesn't match his/her personality and values. Each class member then needs to guess which occupation matches and which doesn't. The class, by groups, might be referred to the Career Resource Center to collect the necessary data.	.Sound filmstrip "Four Who Quit" Guidance Associates A100-683 .Sound filmstrip "Why Work At All?" Guidance Associates A-106-318 ."The Always Emerging Us" filmstrip by Doubleday Multimedia	Each student will list how an occupational role affects a worker's attitudes towards self and others.
1. The teacher can have the Career Resource Technician prepare a series of occupations that represent each level/ or each worker-trait group. Each occupation should be placed on a one inch by one and one-half inch piece of paper. There should be 218+ occupations (2 per worker-trait group). These should be placed in a large jar or box. Students will draw an occupation out of the container. They will then prepare on a 3"x5" card what academic interpersonal and communication skills are needed for success in that occupation.	.Lists of occupations .Container for the individual occupations	Each student will match academic, interpersonal and communication skills with the occupations presented.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.2 (cont'd)		
3.1.3 Define the work values of employees.	English Soc. Stds. Ind. Ed. Business Guidance	Super's Work Values , Altruism, Esthetic, Creativity, Intellectual Stimulation, Achievement, Independence, Prestiege, Management, Economic Return, Security, Surroundings, Supervisory Relations, Associates, Way of Life, Variety.
3.1.4 Define the relationships between his/her tentative career selection and his/her preferred lifestyle indicating how each influences the other.	English Soc. Stds. Ind. Ed. Business Guidance	Career selection influencers-- money, location, time Lifestyle influencers--self, life space, situation

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) Then the teacher will have each student act out the occupation he/she has chosen. The students will guess what the occupation is. It will add to the class involvement if score is kept boys vs. girls, or ½ the class vs. ½ the class, or some other configuration.		
1. Interview/survey parents, school staff and other members of the community to determine the reasons for their personal job selection. 2. Use Community Resource Listing to invite guest speakers representing various careers to discuss the reasons for job selection. 3. Cut out magazine pictures of people in various work roles; write a story about that person and why they might have selected this occupation. (Variation: Have the students write an autobiography of that person assuming the first person.) 4. Choose three careers the students believe they could handle with training. Research all three and decide which would fit them best - analyze the reasons for decision.	.Sound filmstrip "Choosing Your Career" (A-100-683) Guidance Associates .Man's Work McGraw Hill. Scope - 100 recorded on-the-scene interviews with men talking about their jobs as they work. Available from all Howard County High School Guidance Offices .Guest speakers various occupations .Vocational Interview Tapes "Your Future as . . . . ." Guidance Assoc.	Each student will identify the work values of specified community workers such as teachers, policemen groundskeepers, recreation workers, etc.
1. The teacher might have each student keep a personal record on his/her lifestyle influencers indicating how self, life space and situations change by and through experiencing. Using these		The students will file the report in their Career Planning Folder.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.4 (cont'd)		
3.1.5 Identify the kinds of satisfaction he/she would expect if working for his/herself, working another for another individual, working for a large organization or working for the government.	Soc. Stds. English Guidance	Personal work values, from Super's Work Values, Altruism, Esthetic, Creativity, Intellectual Stimulation, Achievement, Independence, Prestige, Management, Economic Returns, Security, Surroundings, Supervisory Relations, Associates, Way of Life, and Variety.
3.1.6 Explain the extent to which his/her career choice will serve his/her wants.	Soc. Stds. English Guidance	A person's varied occupational rewards to fulfill wants and needs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) as a base, have each student select tentative career options, select a tentative high school educational plan and then complete the record with a) statements on how he/she would like to live in 10 years.		
1. Assuming a worker's role in the career area of his/her choice, each student will describe the rewards and values he/she can expect.	.Career Planning Folder .Occupational Exploration Kit .Studs Terkel Working	Each student will describe what he/she wants out of his/her tentative career option.
1. Make a diary as a pictorial representation of the student's "ideal lifestyle". 2. Discuss how various standards of living effect lifestyles. 3. Select 3 areas that they may be interested in - 1 skilled, 1 unskilled and 1 professional. Gather as much information about these jobs as possible. (Requirements, career obligations, pay, benefits, etc.). From this information, write up job descriptions. All the descriptions could be compiled into a booklet and titled "Is This Job For You?" 4. Identify, through a survey, how careers are related to choice of neighborhood (e.g., do plumbers live in one particular city area? Do doctors live in one particular city area? Are homes chosen more frequently than apartments and condominiums. If so, why? Does income dictate housing luxury? To what degree?)	.Why Work At All? (A-106-318) Guidance Associates ."Four Who Quit" Guidance Associates	Each student will complete the assignment and file it in his/her Career Planning Folder.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.7 List the monetary and non-monetary rewards he/she anticipates in the occupation of his/her choice.	English Soc. Stds. Guidance	Work provides monetary and personal rewards that fulfill some needs and some wants.
3.1.8 Identify the areas in which his/her tentative occupational choice will not provide satisfactions and will suggest ways in which these satisfactions might be gained through other activities.	English Soc. Stds. Guidance	Some occupations do not provide for all needed rewards and these might be achieved through other means as hobbies, sports, school, friends, etc.
3.1.9 Formulate a plan for secondary school that will provide for self-determined rewards for learning, working, recreation and interpersonal relationships.	Guidance Soc. Stds. English	Planning: Outcomes, strategies including what and when, evaluations

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Graph income and educational background for five jobs. 2. Each student will complete an occupational search in the Career Resource Center and will record the rewards expected from the career of his/her choice.	.Film "The Big Question - Choosing Your Career" 28 minutes Association Films, Inc. .VIEW .Occupational Briefs .Other occupational information .Guest speakers .Field trips	Each student will complete his/her search and file it in his/her Career Planning Folder.
1. Each student will also complete a list in the above search on the rewards he/she wants and/or needs. After each of the unmet wants and/or needs, he/she will identify two or more resources and/or activities that are available that might fulfill the desired results.	.Career Planning Folder .Life Career Games .Deciding .Careers	Each student will complete the chart listing available resources that can fulfill his/her unmet needs and/or wants (this should be filed in his/her Career Planning Folder).
1. The teacher and/or counselor (high school) will assist the student in using the data in his/her Career Planning Folder to formulate an educational plan for high school that will provide his/her self-determined rewards.	.Career Planning Folder .High School course of study student handbook	Each student will complete a tentative secondary educational plan that meets his/her desired needs and/or wants.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.1 Explain how a preferred lifestyle might influence occupational choice.	English	Components of lifestyle: personal care and adornment; nature of abode; interrelations with family and friends; productive activity; recreation; intellectual activity; use of solitude.
3.2.2 Identify the relationships between personal growth and development and career choices.	Soc. Stds. Guidance	Contributors to lifestyle: Self changes (physical being, intellectual being, social being, emotional being) Life space changes (one's home, community and era) Situational changes (social world, occupational work)
3.2.3 List economic and political forces which may affect his/her career choices.	Soc. Stds. English Business Math	Occupational supply and demand Product control (Example: Oil, food) Depression

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can use the community resource listing to invite guest speakers representing various careers to discuss their reasons for job selection. This should be followed by having the students discuss varying lifestyles correlated with careers. 2. Prepare an interview with an employee to determine a relationship between career and lifestyle.	.Choosing Your Occupation Coronet .Twenty Minutes that Can Change Your Your Life - Earl Nightengale .Career Center .Guest speakers .Job interview tapes .The Best Career Choice Valient IMC .Doubleday Multimedia Lifestyle Filmstrip series	Each student will list the compon ents of lifestyle.
1. The teacher can begin a discussion on "How we changed." After the presentation, divide the class into small groups of 3 to 4. In this activity have each group discuss the contributors to changing lifestyle. 1. Self Changes: In what ways do we change as individuals? 2. Life space changes: In what ways does our home/community and era of time change? 3. Situational changes: What social/work roles can we be expected to fulfill?	.Doubleday Multimedia Filmstrip "The Substance Behind the Style" .Multimedia presentations on "How We Change" .Older students .Peer Counselors	Each student will identify the contributors to lifestyle.
1. The teacher might discuss the present political conflicts pointing out that such conflicts maintain occupations in defense arms manufacturing. Similarly discuss what happened when the aerospace industry suddenly had overbuilt airplanes causing massive layoffs.	.Filmstrip Series Mankind and Society .U.S. History/Government Books .Older Magazines .Film "Gods Little Acre" .Film (pictures on war workers) .Career Center, counselors .Manpower projections	Each student will list present economic forces and present political forces that are effecting career choices.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.3 (cont'd)	Soc. Stu. English Guidance	
3.2.4 List his/her rights, privileges and responsibilities regarding school, home and/or work.	Soc. Stds. Leadership Class	Each person has rights, privileges and responsibilities
3.2.5 Identify his/her preferred lifestyle that matches interests and attitudes.	Soc. Stu. English Guidance	Desired components of lifestyle Attitudes Interests

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) Have students study and discuss jobs of the future. Bring to class articles regarding Women's Lib. List and report on seasonal work. Role playing of someone in an occupation that is in great demand or one in which the supply exceeds demand.	.Occupational Outlook Handbook .New career opportunities .Popular Science .Newspaper	
1. The teacher will find this an excellent opportunity to have students explore his/her legal rights clearly delineating these from privileges and responsibilities. 2. The teacher might have the students select three occupations of his/her choice and have them list and discuss the privileges and responsibilities associated with each occupation. 3. The teacher might consider creating a debate. Students can be divided into pro and con groups with the rest of the class being judges. The debates should center on rights, privileges and responsibilities at home, school and in the community. It is recommended the teacher allows each student to debate at least once.	.Man's Confidence in Man Filmstrip .Modern Talking Picture Service Filmstrip .Guest speaker representing the judicial system .Guest speaker representing an employer .High school student Work Experience Handbook	Each student will list his/her Rights Privileges Respon. Home School Community
1. This is an opportunity for students to fantasize potential life styles. The teacher can begin this concept by following this format: (cont)	.Bread and Butterflies .Filmstrip series "Lifestyles" by Doubleday Multimedia .Filmstrip on "Attitudes" by Guidance Assoc.	Each student will identify his/her desired lifestyle and record in his her Career Planning Folder.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.5 (cont.)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
(cont.) . Close your eyes for a moment. Now with your eyes closed, relax as much as you can. . I want you to fantasize about your future. It is in our dreams where we get ideas to create a life that we would like to have. . First, how do you want to be 10 years from now? Do you want to be living in the city, in the country, near the beach, in the mountain, in this state? . Do you want to be living in a house, apartment, condominium? . Do you want to have a large wardrobe of clothes? . Do you want to be involved with lost of friends, a few friends, no friends? . Do you want to be married, unmarried? . Secondly, I now want you to think about what you would like to be doing for leisure time activities. Do you see yourself doing outside sports such as tennis, skiing, swimming, camping, fishing, hunting, flying, or? . Do you see yourself doing building or repairing things such as building things with wood or repairing things like cars? . Do you want to be playing a musical instrument or painting pictures? . You may be a collector of things like coins, stamps, antiques, cars, etc. . Third, what kind of a job do you want to have? Do you think about working inside, outside or both? Do you see yourself working primarily with people, with data, and/or things? Do you see yourself with a high school/community college/college/ university degree? . Now open your eyes. You are not to discuss your dreams with anyone. On the paper, you are to make a list of the following characteristics or you may want to put this in a paragraph form. The style or way you choose to do the task is up to you. (Place this on the chalk board for guidelines only) 1. To be living (where/when/how) 2. To be using my leisure time doing... 3. To be working at a job where... The class should be given ample time to complete the task. The papers should be collected. Then on the second day, be given back so that each student might add and/or delete from his/her desired life style. When the teacher is satisfied, students should be then put into groups of two boys and 2 girls. During this time, students are asked to share their plans for the future. Forward the papers to the career resource center for filing in career planning folder.		

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.6 Explain his/her attitudes towards school, play and work.	Soc. Stds. Guidance English	Relationship between attitude and success in school, play and work.
3.2.7 Demonstrate positive attitudes towards school, recreation and work.	All	Study skills Getting along well with others Completes assigned tasks Punctual

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher will find it necessary to define attitudes. Then it is desirable to present examples of negative and positive attitudes towards school, recreation and work. 2. The students might prepare a series of over lays presenting varying attitudes and how they effect work, play and school. Each student or each group of students will then present his/her over lay having the class guess what attitude he/she is protraying.	.Life Career Game Western Pub. Co. .Life Career Game by Palo Alto U.S.D. .Career Center activities .Counselor .Preparing for the World of Work (K-103-901) Sound filmstrip .Peer Counselors .Values Clarification .Group Facilitator Handbook .Measuring Attitudes by the IOX Center, U.C.L.A.	Each student will write a paragraph on his/her feelings about each of the following underlining the presented attitudes: For me, school is ..... For me, I like to play at..... Work is .....
1. The teacher and/or counselor might meet with each student individually or in small groups of 3 to 6 for the purpose of giving each positive feedback. A form can be used (example below) and can be mailed home or placed in the student's Career Planning Folder. Sample form: 1. At school, I have noticed you are good at _____ 2. Watching you during times of recreation, I have observed _____ 3. In (my) class your best work skills are _____.	.Career Planning Folder .Report Card .Parent conferences	The teacher will observe and record visible and positive attitudes exhibited by each student.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.1 List jobs of specialization that isolates the worker from the total activity and list leisure time activities from which the worker might derive personal satisfaction.	All	Workers' needs can be met in many ways.
3.3.2 Identify his/her aptitudes and how they relate in an interdependent society.	All	Each worker contributes to society .School Society .Family Groups .Community

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might invite guest presentors who work at tasks that keep them isolated from others, e.g., assembly line workers, lab technicians, truck drivers, etc. After they describe their job, each needs to be asked or volunteer what he/she does for leisure. The class then needs to decide what a balanced lifestyle contains (work, learning, playing, interpersonal relations). Using a profile of a worker who works in isolation, students in pairs of male and female will plan a "typical" month to include work time, family time, leisure and sleep time, etc.	.Guest speakers from the community and/or Parent Bank .Any materials on use of leisure time. .Life Career Games by Palo Alto Unified .Life (game)	Given a worker profile designed by the teacher, each student will list potential leisure activities that might fulfill unmet needs.
1. Each student will complete his/her Career Planning Folder sections on aptitudes (skills). After completion, he/she will list potential occupations using worker-trait groups. Then each student will prepare a paper that is similar to the following: My Best Skills (aptitudes) Are: — Ways I Can Use My Skills to Contribute to Our Interdependent Society: Learning Skills _____ Recreational Skills _____ Interpersonal Skills _____	.Filmstrip by Guidance Associates on Aptitudes .Bread and Butterflies .Career Planning Folder	Each student will identify how and where he/she can contribute to society.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.3 Describe the relationship between technological changes and job specialization.	All	Occupations are created and others become extinct because of technological changes.
3.3.4 Identify certain occupations that may be performed in a variety of settings.	All	One occupation might have several different settings.
3.3.5 Describe how business, industrial or institutional organizations are comprised of workers who perform tasks which are interrelated.	All	Business, industry, and institutions are supported by people who do a variety of interrelated tasks.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have students create a bulletin board on "Technological Growth" for a certain industry. (Such as transportation or clothing) 2. Then the teacher can request the Career Resource Center Technician to schedule a guest speaker to discuss technological changes in their career field.	1. Library Career Center 2. Dictionary of Occupational Titles 3. Occupational Outlook Handbook 4. Occupational Briefs 5. Guest speakers 6. "Preparing for Jobs of the 80's", Guidance Associates.	Given a Career Cluster, each student will be able to identify occupations that have become extinct and occupations that are new during the last 10 years because of technological changes.
1. Each student will use his/her tentative occupational choice in seeking career information. Each student using his/her occupation will identify where his/her occupation might fit in each of the 15 Career Clusters and identify the tentative setting for each Cluster placement.	1. Career Planning Folder 2. Career Cluster Charts 3. Dictionary of Occupational Titles. 4. Occupational Outlook Handbook. 5. VIEW 6. CVIS	Each student will complete the assignment and will file it in his/her Career Planning Folder.
1. The teacher might arrange a field trip to a large company such as Edison Co., Gas Co., Aerospace, etc. After visitation, students can construct a product chart showing how each worker contributes to the process of production. During this unit bulletin boards can be constructed to show how all people work to form a service or create a product.	1. Any materials that depict the formation of a product from the beginning to the finalized item. The teacher and/or counselor is encouraged to seek out small manufacturing businesses in the area.	The teacher will observe and record each students contributions to the class process. The teacher can prepare a list of worker's titles in a make believe or realistic company and then have students identify each worker's contribution to the finalization of the product.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.6 Describe the inherent dangers in specialization.	Soc. Stu. Science Business Guidance	Specialization might lead to unemployment caused by technological changes as well as limiting job mobility
3.3.7 Express how he/she can contribute to an interdependent society.	Soc. Stu. Guidance	Each person can plan to contribute to society.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The class needs to discuss what the absence of a key person during production causes. The teacher can have the class simulate creating their own new product and then design an assembly line to produce it. The class will determine what specialists they will need and what materials they will need to make the product. 2. The class can discuss what does specialization do to a worker's possibilities.	1. Junior Achievement Materials 2. D.O.T. 3. VIEW 4. Widening Occupational Roles Kit, SRA	Each student will list the disadvantages of job specialization.
1. The teacher might consider a small group session approach asking the school counselor and/or psychologist for assistance or by using peer counselors or Community Mental Health. The group activities should center on each student getting feedback on his/her strengths. An excellent group task is "Strength Bombardment" by Herb Otto. After/during the activity students will record their strengths. At the end of the activity, each will identify how he/she might contribute at home/school/work/community.	1. Values Clarification 2. Filmstrip series on "Mankind and Society". 3. Super's Work Values Inventory 4. JOB-O 5. Career Planning Folder 6. Human Potential by Herbert Otto 7. Orange County Community Mental Health Department. 8. Personal Record Booklet 9. Career Planning Folder	Each student will identify and describe his/her skills that others can depend on.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL 7-8

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.8 Demonstrate dependable skills which facilitate interdependence.	All	. Being Punctual . Following directions . Getting along with others. . Complete tasks . Contributes to Others

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The students can be assigned to start and maintain a Personal Record Notebook. The notebook should have entries centered on: Task: on time? followed directions? related with others? completed tasks? Contribution made: Contribution/Group/Person/Self-reward.	. Personal Record Booklet . Career Planning Folder	Each student will identify and describe his/her skills that others can depend on.

RESOURCES

GRADE LEVEL 7-8 3.0 LIFESTYLE AND PERSONAL SATISFACTION

BOOKS

Careers: Exploration and Decisions
Prentice Hall Inc.

Comprehensive Career Education System, Curriculum Development Model K through 12
Learning activities in all subject areas
Educational Properties

Jobs in Communications: An Exploring Career Books
Lothrop, Lee and Shepard
1974

Jobs in Public Service: Exploring Careers Book
Lothrop, Lee and Shepard
1974

Making Value Judgements: Decisions for Today
Charles E. Merrill Pub. Co.
1972

Meeting Yourself Halfway
Simon
Argus Publications

New Rochester Occupational Reading Series- The Job Ahead
Science Research Associates

Occupational Outlook Handbook
U. S. Department of Labor
Latest Edition

People and Me
Benthus
Benefic Press
1975

COMPUTER PROGRAMS

CVIS - Computerized Vocational Information System
Huntington Beach Union High School District

CASSETTE TAPES

Career Tapes
McMillan Library Services

Making A Sense of Our Lives - Value Clarification
Harmin
Argus Publications

FILMS

A City Awakens
Churchill Films
1971

The Most Important Thing - Whatcha Gonna Do?
Encyclopedia Britannica Educational Corp
1973

RESOURCES

GRADE LEVEL 7-8 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 2)

FILM LOOPS

A Career That Moves
Doubleday Multimedia

Careers
- Agribusiness
- Clerical
- Communications
- Construction
- Education
- Government Services
- Health Services
- Leisure Industries
- Mechanical
- Sales
- Services - General

(each film loop purchased separately)
Doubleday Multimedia

Find Yourself, Then Your Job
Doubleday Multimedia

Making A Choice
Doubleday Multimedia

Technicians In A Changing World
Doubleday Multimedia

Women in Careers
Doubleday Multimedia

FILMSTRIPS

Are You Looking Ahead?
Eye Gate

Black Americans At Work
Coronet

Building Trade Workers
Eye Gate

Career Clusters and the World of Work
Educational Properties

Career Education Clusters
USOE 15 clusters
Westinghouse Learning Corporation

Education for Occupations
Eye Gate

Finding Your Job
Eye Gate

Foundations for Occupational Planning
Singer/SVE

Hospital Job Opportunities
Eye Gate

Job Opportunities Now - Group 1
Singer/SVE

Job Survival Skills Filmstrips
Singer/SVE

RESOURCES

GRADE LEVEL 7-8 3.0 LIFESTYLE AND PERSONAL SATISFACTION (page 3)

FILMSTRIPS (con't)

Livelyhoods - Careers for Your Lifestyles
Hougton Mifflin Co.
1974

Making the Most of Your Talents
Guidance Associates
1975

Man the Man
Argus Publications

People Who Organize Facts
Guidance Associates
1972

People Who Work in Science
Guidance Associates
1972

Personal Development and Attitudes
Filmstrip of the Month Club

GAMES AND SIMULATIONS

Expo 10: Exploring Career Interests
Science Research Associates
1975

Life Career
Western Publishing Co., Inc.
1969

MEDIA KITS

Desk Top Kits
Careers, Inc.

Discovery: A Career Education Program
Scholastic Book Services

Exploring Careers
Abt Publications

VIEW - Vital Information for Education and Work
Orange County Department of Education

PRINTED MEDIA, NON-BOOK

California Occupational Guides
California Employment Development Department

Career Education Digest
Educational Properties, Inc.

Career World
Curriculum Innovations, Inc.

Occupational OUtlook Reprint Series
U. S. Dept. of Labor

TESTS AND MEASUREMENTS

Work Values Inventory
Super
Houghton Mifflin

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.1	Describe the role of money in maintaining a chosen life style and career.	. Math . Social Studies . Home Econ.	For certain desired lifestyles, more money is necessary to purchase goods and services as well as to allow more time for leisure activities.
4.1.2	Demonstrate knowledge that everyone must divide their income among several uses to maintain a desired life style.	. Math . Social Studies . Home Econ.	A balanced and/or budgeted division of income among shelter, clothing, to maintain transportation, leisure activities and savings facilitates a desired life style.
4.1.3	Demonstrate knowledge that consumers must use the sources of information available to them in order to buy wisely.	. English . Math . Soc. S. . Home E.	Consumers need to know how to collect and analyze information before purchasing.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discuss societal money values learned through life experiences after reading a short story. 2. Use case studies of how goals are set to become the kind of person they want to be.	."Managing Your Money" ."Personal Finance"	List ways in which money plays a part in what life style and/or career he/she selects.
1. Bulletin board montage of things for which people spend money "If I had $200." 2. Have students spend $200 for things they want. 3. List reasons why they save their money.	. "Making the Most of Your Money"	Given $700 a month, students will list how he/she would spend and/or save the money.
1. Choose an ad for T.V. radio, magazine or billboard. 2. Develop a list of methods of how to sell goods and services. 3. Pick items in the grocery store that have consumer appeal. 4. Locate and list the following: Label information: ingredients, weight (volume and size), use/care instructions, nutritional value. 5. Do research on different consumer legislation passed (federal, state or local gov't.) 6. Develop list of ways government protects consumer. 7. List different local, state and federal consumer laws.	. "Consumer Education" . "How to Shop Wisely" . "Smart Spending Kit" . "Buyers Beware"	List kinds of information he/she can use to determine which product or brand to buy.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.4 Define why consumer groups exist to help protect buyers of goods and services.	Social Studies	Consumer groups exist to protect buyers of goods and services.
4.1.5 Explain the advantages and disadvantages of potential purchases related to wants and needs.	. Math . Home E.	Advantages and disadvantages of potential purchases related to what is needed and what is wanted.
4.1.6 Identify how his/her income might be allocated among purchases, savings, and/or investments to maintain a life style of his/her choice.	Math	Income allocation among purchases, savings, and/or investments to maintain a life style of personal choice.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Do research on different consumer legislation passed. (Federal, state, or local government.) 2. Develop list of ways government protects consumer. 3. List different local, state and federal consumer laws.	. County, State, Federal consumer protection agencies. . Private agencies such as Consumer's Union. . Ralph Nader's groups. . Radio, television, and newspaper consumer hot lines such as "Changing Times" and "Safeguards for Shoppers."	List reasons consumer groups are necessary.
1. Discuss definitions of basic needs as wants. 2. Take list of items and rate according to want or needs.		Student will select 2 items he/she wishes and needs to buy now and give the advantages and disadvantages of each purchase.
1. Buy a stock on paper and follow its progress in the newspaper. 2. Discuss ways of investing money. 3. Write a skit about all the risks a person could run into on a given day if unfortunate. 4. Study case studies to show how values relate to money spent for leisure.	. Filmstrip--"Banking, Financing and Budgeting". . Filmstrip--"Managing Your Money".	Plan a simple budget for an income of $500 a month.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.7	Describe how he/she must use the sources of consumer information available in selecting goods and services.	English Social Studies	The sources of consumer information available in selecting goods and services such as labels on items, Better Business Bureau, friends, salespersons, news media.
4.1.8	Relate how groups help protect his/her interests as a consumer.	Social Studies	Various groups that protect interests of consumers by causing legislation.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Develop a list of positive and negative aspects of advertising. 2. Choose an ad for T.V., radio, magazine or billboard. 3. Develop a list of methods of how to sell goods and services. 4. Pick items in the grocery store that have consumer appeal. 5. Locate and list the following: Label information: Ingredients, weight (volume and size) use/care instructions, nutritional value.	View filmstrips: . "Consumer Education" . "How to Shop Wisely" . "Smart Spending Kit" . "Buyers Beware" . "Consumer Be Warned" . Magazines . Newspapers . TV Guides . Brochures	List sources of information to use when buying a new bicycle (or any relevant item).
1. Do research on different consumer legislation passed. (Federal, state, or local government.) 2. Develop lists of ways government protects the consumer. 3. List different local, state and federal consumer laws.	. County, State, Federal consumer protection agencies. . Private agencies such as Consumer's Union. . Ralph Nader's groups. . Radio, television, and newspaper consumer hot lines such as "Changing Times" and "Safeguards for Shoppers."	Tell what groups protect the interests of the young buyer.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.9 Demonstrate awareness of the importance of using consumer information before purchasing goods and/or services.	English Social Studies	Adequate information is necessary for good choices.
4.1.10 Discuss how his/her chosen career relates directly to income received which will affect the life style to be pursued.	English Soc. St. Math Home Ec.	Career choice relates to income received. Income received will affect chosen life style.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Choose an ad for T.V. radio, magazine or billboard. 2. Develop a list of methods of how to sell goods and services. 3. Pick items in the grocery store that have consumer appeal. 4. Locate and list the following: Label information: Ingredients, weight (volume and size), use/care instructions, nutritional value. 5. Do research on different consumer legislation passed (federal, state or local governments.) 6. Develop lists of ways government protects the consumer. 7. List different local, state and federal consumer laws.	. "Consumer Education" . "How to Shop Wisely" . "Smart Spending Kit" . "Buyers Beware"	Tell why it is important to use consumer information before making major purchases.
1. Discuss how resources and consumer choices affect life style. 2. Discuss how career choices are related to income. 3. Discuss how other income can be made outside career choices such as stocks, buying and selling property, making and selling items as jewelery, or cars.	. "Paying Your Own Way Game"	Give the reasons why income potential influences his/her choice of career.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.11	Decide priorities for allocating his/her income among purchases, savings, investments, insurance, and contributions.	Math Social Studies	Learning how to set priorities on income among purchases, savings, investments, insurance, and contributions.
4.1.12	Formulate a plan for budgeting resources to achieve the life style he/she wishes to attain.	Math	Determining how to allocate resources to achieve desired life style.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Students record personal income and expenses for one week. 2. List advantages and disadvantages in borrowing from their own experiences.	. Eye Gate Consumer Kit . Grolier Consumer Kit . Changing Times Kit on Money Management filmstrips . "Insurance--Priorities, Decisions, and Security" . "Money, Checks and Banking" . "Managing the Family Affairs" . Budget--Household Finance Corp. booklets on family financial management. . Local banks and lending/financial institutions . Local Insurance Brokers/Agents . Local stock brokers . Chart--"Budgeting" by Gilum . Institute of Life Insurance--Future of the Family.	Pretend he/she is 35 years old and determine a ranking of where he/she will spend his/her income.
1. Use information to develop plan for use of their money. 2. Have each student develop a list of needs and wants for their desired life style and place approximate costs after each.	(Please see resources listed directly above.)	Develop a plan for budgeting based on his/her desired life style.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.1 Define adult work roles and their responsibilities.	Social Studies	Responsibilities of adult work roles including following directions, being on time, getting along well with others, completing task requirments.
4.2.2 Define working environments.	Social Studies	The physical surroundings of the working world and working conditions.
4.2.3 List the labor laws affecting youth employment.	Social Studies	Labor laws affecting youth employment.
4.2.4 Describe the reason for labor laws for youth.	Social Studies	Youth labor laws.
4.2.5 Identify parent roles.	Social Studies	Parent roles of working, maintaining shelter, church, leisure, raising children, community contributions, voting, learning, planning for the future.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Use SRA Career Exploration kit. 2. Career Days 3. Career Speakers 4. Interview workers on their roles and responsibilities. 5. Use classified section and list other occupations that have similar skills or requirements or jobs held by parents or some other adult.	1. Outside speakers 2. SRA Career Exploration Kit	1. Pick an adult work role of his/her choice and list the responsibilities of that role.
1. Investigate working conditions for selected occupations; give oral report. 2. Field trips to selected locations to observe working conditions.	1. SRA Guidance booklets. 2. California Business Education Program Guide. Instructional Materials, Common Core 106. 3. Dictionary of occupational titles. 4. Occupational Outlook Handbook.	1. Describe a working environment of interest to him/her.
1. Read about labor laws from State and Federal booklets. 2. Class discussion. 3. Interview teen-age employees. 4. Guest speaker on topic.	1. Publications of California H.R.D. and U.S. Labor Department. 2. District work experience handbook. 3. Career Resource Center.	1. List labor laws that affect the employment of youth under the age of 18.
1. See resources directly above in 4.2.4	1. See resources directly above in 4.2.4.	1. Give reasons why labor laws are needed to protect young people.
1. Brainstorm how many roles parents have. 2. Have parents list their roles; report to class on findings. 3. Role play in terms of male-female on expected and desired roles of parents.	1. Parents of students. 2. Filmstrip on "How to Be Parents."	1. Tell about the number of roles his/her parents have.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.6 Identify what adult roles he/she relates with and what characteristics are similar and which are different.	Social Studies	Identifying adult roles students relate to and identify the characteristics that are similar to their desired adult role.
4.2.7 List the monetary, personal and social rewards that are important to him/her.	Social Studies	Motivating monetary, personal and social rewards.
4.2.8 Explain the advantages and disadvantages of his/her tentative occupational choice.	Social Studies	Advantages and disadvantages of occupational choice.
4.2.9 List a variety of occupations that match his/her desired work environments and interests.	Social Studies	The fit between occupations and desired work environments and interests.
4.2.10 Demonstrate learning, working, and social role characteristics appropriate to his/her age level.	Social Studies	Identify the characteristics of his/her present roles as a student, as a worker, in recreation and as a community member.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Ask student to list "who they are" and what role is most important. 2. Cut out words, phrases, pictures related to adult roles which he/she identifies with.	1. Discovering Myself. 2. Choosing Your Occupation. 3. Toward Adult Living.	1. State the adult roles which match his/her characteristics or which are different from his/her characteristics.
1. Discussion of different kinds of rewards. 2. Discuss dignity and worth of all work.	1. Turn Yourself On: A Goal Planning for Success.	1. Give examples of rewards that are important to him/her.
1. Research report on selected occupations.	1. Any books, pamphlets, films, etc. which discuss types of careers and requirements. 2. Career Resource Center 3. DOT	1. List the advantages and disadvantages of his/her tentative occupational choice.
1. Take interest and aptitude tests. 2. Complete units in "An Occupational Awareness".	1. Occupation Essentials. 2. Exploring the World of Jobs. 3. Let's Explore Your Career. 4. Career Resource Center 5. DOT 6. Occupation Outlook Handbook	1. Prepare a list of occupations that match his/her interests and where they would like to work.
1. Using the group method of "Phillips 66" have students discuss What Roles should we play in class? In work? In recreation? In the community? Have each group leader read off list for each having someone record them on the chalkboard.	1. Group Facilitator Handbook by Pfieffer and Jones, University Associates, La Jolla. 2. Bates, M. and Johnson, C.D. Group Leadership: A Handbook for Group Leaders. Denver: Love Publishing 1972.	1. Have students prepare a list of his/her role characteristics for each situation.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.11	Formulate a plan to contribute to a community program.	Social Studies	Goal, outcome, strategies and evaluation of his/her contributions to a community program.
4.2.12	Define what work role characteristics he/she would like to acquire and complete a plan on how they plan to acquire the characteristics.	Social Studies Language Arts	Identify what they want to be and how they are going to reach their goal.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discussion of youth service groups (i.e.) Scouts, and how they help the community.	1. Local Scouting, YWCA or YMCA personnel. 2. Parks and recreation Dept.	1. Describe what he/she could do to aid a community program such as environment protection or civic beautification.
1. Complete worksheets in determining abilities and interests. 2. Do short report on different levels of training necessary for a given job and how to acquire the training. 3. Complete the Career Planning Folder.	1. Career Resource Center	1. List the worker traits he/she wants to acquire and/or develop. 2. Make a simple plan to acquire those traits.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL 7-8

MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.1 Describe worker traits that are common to all occupations, e.g. punctuality, honesty, industriousness, etc.	Social Studies Language Arts	Attitudes toward work and needed for success
4.3.2 Identify sets of occupations where there is a minimum of communication with other workers and sets where there is a maximum of communication with others.	Language Arts Social Studies	Learn about occupation clusters that fit the above description. Searching occupational information
4.3.3 Demonstrate knowledge of how his/her worker traits are related to potential occupations.	Social Studies Language Arts	Learn how worker traits match specific occupations.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Observe jobs on school campus or interview school employees to determine what worker traits are common to all jobs. 2. Discuss traits needed to hold a job successfully. 3. Role play bad work attitudes and role play good work attitudes. 4. Have students view and report on any material or attitudes in the Career Resource Center.	Filmstrip "Attitudes and Values" Any materials that refer to worker traits or success on job. Materials in Career Guidance Center Occupations 1 & 2 from New Readers Press Career Education Tapes Career Mini-Strips Career Education Cluster Series Careers Now--sound filmstrips Careers Without College -- tape Filmstrip "Direction for Tommorow" Cross-Voc. Skills & Infor. -- tape	List traits that apply to all occupations.
1. Research reports using Occupational Outlook Handbook and Dictionary of Occupational Titles. 2. Interview adult employees about topic. 3. Design and implement a mock industry allowing each student to experience minimum and maximum communication with others. 4. See films "Careers For the 70's" and discuss those occupations showing minimal and maximum communication.	Career Education Cluster Series of sound filmstrips: "Careers in Law & Law Enforcement" "Careers in Health Occupations" "Careers in Engineering" "Careers of the 70's"	List a number of occupations where communication skills and interpersonal relations are important and are not as essential.
1. Life Career game by Western Publishing Complete Career Planning Folder in the Career Resource Center	Life Career Game (See above = 4.3.1 & 4.3.2)	Take an occupation of his/her selection and show his/her basic worker traits qualify him/her for the job.

RESOURCES

GRADE LEVEL 7-8 4.0 ADULT OCCUPATIONAL ROLES

BOOKS

Careers: Exploration and Decision
Prentice Hall Inc.
1974

Comprehensive Career Education System
Curriculum Development Model K through 12
Learning activities in all subject areas
Educational Properties

Handbook of Job Facts
Science Research Associates

Making Value Judgements: Decisions for Today
Charles E. Merrill Publishing Co
1972

Occupational Outlook Handbook
U. S. Department of Labor

New Rochester Occupational Reading Series -
The Job Ahead

COMPUTER PROGRAMS

CVIS - Computerized Vocational Information System
Huntington Beach Union High School District

FILMS

Applying for a Job
Careers in the Office Series
Encyclopedia Britannica Educational Corp.

Your Job: Fitting In
Coronet Films

Your Job: You and Your Boss
Coronet Films

FILM LOOPS

Careers In Aerospace
Eye Gate

FILMSTRIPS

Basic Office Practices and Procedures
Eye Gate

Black Americans at Work
Coronet

Career Education Clusters (USOE 15 clusters)
Westinghouse Learning Corporation

Careers in Aerospace
Eye Gate

RESOURCES

GRADE LEVEL 7-8 4.0 ADULT OCCUPATIONAL ROLES (page 2)

FILMSTRIPS (con't)

Consumerland: How High the Mountain
Argus Publications

Finding and Getting a Job
Singer/SVE

Finding Your Job
Eye Gate

Focus on the Creative Arts
Eye Gate

Focus on the Performing Arts
Eye Gate

Focus on the Professions
Eye Gate

Focus on the Small Business Owners
Eye Gate

Getting Along With Others
McGraw Hill Book Co.

Hospital Job Opportunities
Eye Gate

Job Survival Skills Filmstrips
Singer/SVE

The World of Work: Vocational Opportunities
Eye Gate

GAMES AND SIMULATIONS

Generation Gap
Social Studies School Service
1969

MEDIA KITS

California Occupational Guides
California State Department of Employment Development

Choosing and Getting a Job
Coronet

Discovery: A Career Education Program
Scholastic Book Services

Game-Sim
California Learning Simulations

Job Experience Kit
Science Research Associates

Job Survival Skills Program
Singer/SVE

VIEW - Vital Information for Education and Work
Orange County Department of Education

PRINTED MEDIA, NON-BOOK

Career Education Digest
Educatinal Properties Inc.

Career World
Curriculum Innovations, Inc.

My Job Applciation File
Janus Book Publishers

My Job Interview Guide
Janus Book Publishers

Occupational Exploration Kit
Science Research Associates
Current Edition

Occupational Outlook Reprint Series
U. S. Department of Labor
Current Edition

TEACHER'S GUIDES

California Industrial Arts Education
Program Guide
Department of Labor - Part F
1975

GLOSSARY OF TERMS

APPENDIX EXHIBIT A

In the construction of the Career Development Competency Model (CDCM), term usage and/or definition is necessary to ensure consistency.

To define the major tasks of a competency model for a career education delivery system the Career Education Competency Committee has agreed to the following definitions for the project:

a) Career Education -- is a concept which influences all experiences at all levels and in all disciplines. Career education seeks to blend the development of academic skills, leisure skills, and occupational skills. Career education is designed to infuse concepts of career development into all levels by providing each student with a coordinated educational experience consisting of career awareness, exploration, preparation, guidance and placement.

b) Career Development -- is a lifelong process which involves a series of experiences, decisions and interactions which, taken cumulatively, result in the formulation of a viable self concept and provide the means through which that self concept can be implemented both vocationally and avocationally.

c) Competency -- is a developed knowledge, attitude or skill that is observable, that can be transferred from a learning situation to a real life situation and that involves the production of a measurable outcome.

d) Component -- is the term used to identify sets or categories of concepts.

The four components of the CDCM are:

- .CAREER PLANNING and DECISION MAKING
- .EDUCATION, WORK & LEISURE ALTERNATIVES
- .LIFESTYLE and PERSONAL SATISFACTION
- .OCCUPATIONAL ROLES (added to the California Career Development Model)

e) A concept -- is an assumption, opinion or rationale of what should be.

.There are 16 concepts in the CDCM. Each concept will be extended in terms of competencies to be demonstrated.

f) Functional Competency Levels -- are the levels of competencies to be demonstrated.

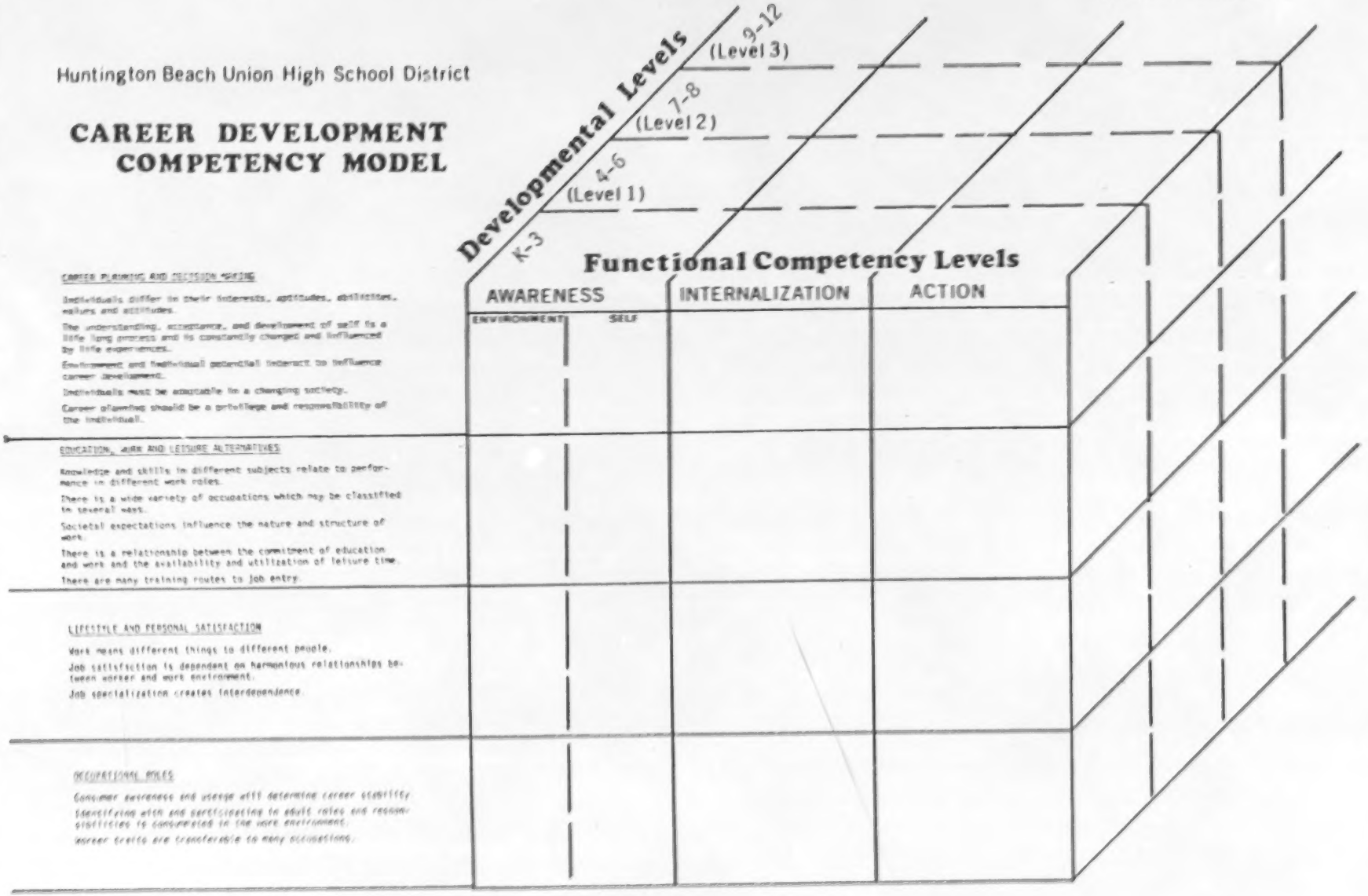
.The levels are 1) awareness (knowledge) of environment and awareness (knowledge) of self, 2) internalization (understanding in terms of self) and 3) action (utilizing internalized knowledge).

The levels are systematic. That is, evaluation and revision can occur (and in fact do occur) at each competency level.

APPENDIX EXHIBIT B

Huntington Beach Union High School District

CAREER DEVELOPMENT COMPETENCY MODEL


Developmental Levels
K-3
4-6
(Level 1)
7-8
(Level 2)
9-12
(Level 3)
Functional Competency Levels
AWARENESS
ENVIRONMENT
SELF
INTERNALIZATION
ACTION
CAREER PLANNING AND DECISION MAKING
Individuals differ in their interests, aptitudes, abilities, values and attitudes.
The understanding, acceptance, and development of self is a life long process and is constantly changed and influenced by life experiences.
Environment and individual potential interact to influence career development.
Individuals must be adaptable in a changing society.
Career planning should be a privilege and responsibility of the individual.
EDUCATION, WORK AND LEISURE ALTERNATIVES
Knowledge and skills in different subjects relate to performance in different work roles.
There is a wide variety of occupations which may be classified in several ways.
Societal expectations influence the nature and structure of work.
There is a relationship between the commitment of education and work and the availability and utilization of leisure time.
There are many training routes to job entry.
LIFESTYLE AND PERSONAL SATISFACTION
Work means different things to different people.
Job satisfaction is dependent on harmonious relationships between worker and work environment.
Job specialization creates interdependence.
OCCUPATIONAL ROLES
Consumer awareness and usage will determine career stability.
Identifying with and participating in adult roles and responsibilities is considered in the work environment.
Worker traits are transferable to many occupations.

CAREER EDUCATION PROGRAM DESCRIPTION

PHILOSOPHY

We believe the educational program should promote an infusion of developmental experiences in career education; and

* Should increase the awareness and aspirations of all students and expand their career options.
* Should be an integral part of all disciplines.
* Should develop attitudes, self-realization, basic career development skills, human relation skills, and habits which enhance the transition to the world of work.
* Should be a means to build bridges connecting knowledge, skills, life and career preparation found in a variety of settings in conjunction with the classroom.
* Should be sensitive to the changing inter-relationships between work and leisure.
* Should be developmental, continuous, and based on flexibility for a fluctuating society.

MAJOR GOALS OF CAREER EDUCATION

The Career Education Goals of the District are:

1. Career Planning and Decision Making To provide students the opportunity to understand themselves as they relate to their individual abilities, interests, aptitudes, the environment, changing society and responsibilities to career decisions.
2. Education, Work and Leisure Alternatives To ensure students the maximum opportunity to acquire the basic and technical skills, awareness of occupational classifications, societal expectations, commitment to work and leisure alternatives and to gain access to career programs.
3. Lifestyle and Personal Satisfaction To develop an understanding by students of the different roles of work, the need for harmonious relationships and the interdependence created by job specialization.
4. Occupational Roles To provide students the necessary consumer skills, opportunities to assume adult roles, and worker traits which will increase personal mobility in the career arena.

MAJOR OBJECTIVES OF CAREER EDUCATION

1.1 Students will be able to utilize in their own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values and attitudes.

1.2 Students will be able to utilize in their own career planning, the fact that understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

MAJOR OBJECTIVES OF CAREER EDUCATION (cont'd)

1.3 Students will be able to utilize in their own career planning, the fact that environment and individual potential interact to influence career development.

1.4 Students will be able to utilize in their own career planning, the fact that individuals must be adaptable in a changing society.

1.5 Students will be able to utilize the fact that career planning is a privilege and responsibility of the individual.

2.1 Students will be able to utilize in their own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles.

2.2 Students will be able to utilize in their own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.

2.3 Students will be able to utilize in their own career planning, the fact that societal expectations affect the nature and structure of work.

2.4 Students will be able to utilize in their own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization of leisure time.

2.5 Students will be able to utilize in their own career planning, the fact that there are many training routes to job entry.

3.1 Students will be able to utilize in their own career planning, the fact that work means different things to different people.

3.2 Students will be able to utilize in their own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.

3.3 Students will be able to utilize in their own career planning, the fact that job specialization creates interdependency.

4.1 Students will be able to utilize in their own career planning, the fact that consumer awareness and usage will determine career stability.

4.2 Students will be able to utilize in their own career planning, the fact that identifying with and participating in adult roles and responsibilities is consummated in the work environment.

4.3 Students will be able to utilize in their own career planning, the fact that worker traits are transferrable to many occupations.

RESOURCES FOR CAREER EDUCATION

1. Student Time
   Students will utilize the Career Center and class time in varying degrees depending on need. A minimum of one semester to four years could be assigned depending on specific career objectives.

MAJOR OBJECTIVES OF CAREER EDUCATION (cont'd)

1.3 Students will be able to utilize in their own career planning, the fact that environment and individual potential interact to influence career development.

1.4 Students will be able to utilize in their own career planning, the fact that individuals must be adaptable in a changing society.

1.5 Students will be able to utilize the fact that career planning is a privilege and responsibility of the individual.

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4.3 Students will be able to utilize in their own career planning, the fact that worker traits are transferrable to many occupations.

RESOURCES FOR CAREER EDUCATION

1. Student Time
   Students will utilize the Career Center and class time in varying degrees depending on need. A minimum of one semester to four years could be assigned depending on specific career objectives.

RESOURCES FOR CAREER EDUCATION (continued)

2. Staff Resources

The entire staff will be involved in career education to some degree. A cadre including a counselor, coordinator and career technician will provide campus leadership for Career Education.

3. Materials and Equipment

In addition to the standard instructional resources, this program will include:

a. Campus-based career guidance center
b. Computerized Vocational Information System
c. Work Experience Education and Placement unit
d. Coastline Regional Occupational Program

4. Program Budget

While it is difficult to determine specific budget allocations in addressing infusion into the curriculum, specific costs can be attributed to one or more components of Career Education:

a.	CROP	$408,000
b.	VEA B, F and G*	193,860
c.	VEA Part D, C.E*	120,000
d.	Student Employ.	280,000
e.	Guidance	300,000
f.	Other Instruc.	2,700,000
		$4,001,860

*Items B & C represent federal funding which will be expended for Career Education. All figures are preliminary estimates pending a final budget and notification of funding.